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ABSTRACT

The goal of a project was to develop staff development needs assessment instruments and procedures to benefit practicing and pre-service vocational education administrators. The information provided would assist them in planning for and participating in self-improvement activities. The needs assessment instruments developed viewed the administrator in his/her position from three perspectives/domains: (1) content and application of a vocational education administrator knowledge base, (2) operation in terms of general administrative/managerial competencies, and (3) responsibility for and performance on specific administrative tasks. Instruments and processes were developed through an extensive literature review and work of two advisory committees made up of practicing vocational education administrators. During pilot testing, Minnesota secondary and postsecondary vocational education administrators administered the needs assessment to appropriate persons in their schools. A needs assessment feedback format was then developed which presented information by the three domains. Within each domain the individual administrator's information was presented in three stages: average ratings for specified areas in the domain, specific items selected for consideration as concerns and potential needs, and individual item ratings and parallel assessment average ratings. Appendixes include the needs assessment instruments and pilot test feedback format. (YLB)

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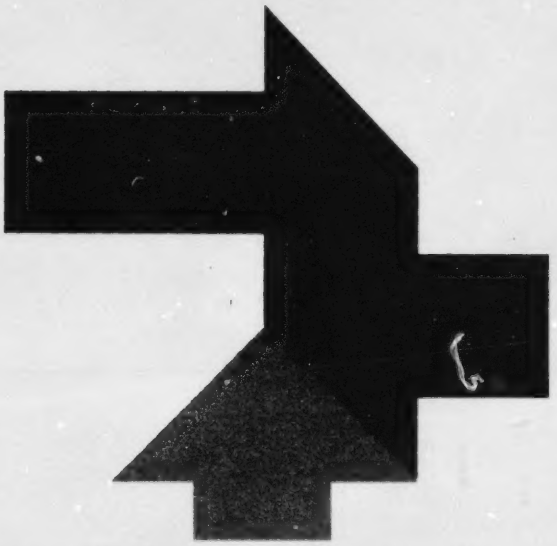
Needs Assessment for Vocational Education Administrators:

an evolving system for staff development decision making

Preliminary Report

by Gary Leske and Steve Frederickson



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PREFACE

The conduct of this study would not have been possible without the active input and support of practitioners in vocational education administration. Two separate advisory committees made up of Minnesota and Iowa vocational school administrators combined with a pilot test group to total 22 "external" individuals that were significantly involved in the development and critique of the project materials. These persons are identified in the appendices of this report. The project staff would like to extend their sincere appreciation for time volunteered to this study.

Since this project centers on an area with little directly related literature, initial project activities were tedious, slow, and ended in many false starts. The project members thank the Minnesota Research and Development Center staff for their patience and support during this period. Brandon Smith and George Copa, provided invaluable assistance and critiques throughout the project. Clyde Smith spent many hours hand tallying pilot test data and provided considerable insight concerning the information the needs assessment instruments are capable of producing. Special thanks to Marilyn Selb and Cheryl Ward who organized and typed the many drafts and re-drafts that were necessary throughout the project.

Finally, appreciation is directed to the numerous University of Minnesota faculty members that provided informal but critical input to the ideas and concepts that evolved during the development of this project.

ABSTRACT

Staff development for vocational educators is a primary concern of the Minnesota Research and Development Center for Vocational Education. The study described in this report was a response to the lack of staff development materials for vocational education administrators. The goal of the project was to develop a needs assessment instrument that would be capable of providing vocational education administrators concise and useful information for their planning for and participation in self improvement activities.

The project developed needs assessment instruments that view the administrator in his/her position from three perspectives: (1) the content and application of a vocational education administrator knowledge base, (2) operation in terms of general administrative/managerial competencies, and (3) responsibility for and performance on specific administrative tasks. Self assessment by the individual administrator is contrasted with confidential parallel assessment by appropriate other staff members. While the instruments are capable of providing specific staff development directions for the individual administrator the project has intentionally and conspicuously avoided a summative or composite evaluation process. The needs assessment instruments and process are intended for the individual's personal staff development pursuits and stem from the basic assumption that organized staff development pursuits are intrinsic to all staff members.

The instruments and process were developed through an extensive literature review and the work of two advisory committees made up of practicing vocational education administrators. Pilot testing of the materials is reported and the recommendations of this test effort are presented. At the time of this report, materials are being readied for a full scale testing of the instruments and process.

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PROJECT DESCRIPTION

Introduction

Staff development is one of the foremost and on-going concerns of any enterprise that expects to survive and grow in a society characterized by rapid technological and social change. The enterprise of public education cannot be an exception. Early training schemes in education prepared educators (teachers, counselors, and school administrators) via a comprehensive program approach that assumed graduates were set for life to practice their profession. Once beyond probationary licensure, most educators were granted lifetime certificates and many "grandfathered" into their licensure. Often this lifetime licensure ended their formal, organized pursuit of further knowledge and skills.

Institutions of higher learning involved in preparing educators now acknowledge that they are preparing entry-level teachers, counselors, and administrators. Formal training programs are designed to provide the beginning set of skills, knowledges, and attitudes necessary for initial survival in an educational staff position. Today, lifetime certification and licensure is seldom granted. Instead, certification expires periodically and renewal requires documentation of updated skills.

Staff development in education is an individual and collective process of needs assessment, priority assignment, and delivery. Once an individual is employed, an immediate concern should be an organized and continuous sequence of professional growth and development activities. Vocational education staff development functions best through a coordinated effort of the individual staff member, the specific institution and its staff, staff development specialists, industry, institutions of higher learning, and researchers in education related fields.

In recent years, the Minnesota Research and Development Center (MRDC) for Vocational Education has given considerable priority to vocational education staff development. Current and recent projects of the MRDC are directed at designing and testing staff development materials for classroom teachers, coordinators, and state vocational education planning staffs. This project is a continuation of the MRDC commitment to vocational education staff development. Its focus is staff development needs assessment

for vocational education administrators. Staff development for secondary and post secondary vocational education administrators is an extension of the other MRDC research efforts and is supported by Minnesota State Department of Education personnel who see vocational education administrator staff development as an important research area.

Purpose

This project is directed at vocational education administrator staff development. Its purpose is to develop staff development needs assessment instruments and procedures that can benefit practicing and pre-service vocational education administrators. The goal is to develop a system that will assist vocational education administrators in identifying individual staff development needs and priorities. Identification in these areas will aid in the formation of personal staff development plans, and in more aggregate form, school and state staff development planning.

At the outset, it is important to emphasize that this project is focused on developing a vocational education needs assessment of formative design. Formative assessment looks only at components of an individual's performance and contrasts with summative assessment or evaluation which attempts to look at the total performance of an individual (Gaslin, 1974). Formative assessment is concerned only with identifying potential areas for improvement and provides no index of overall performance.

This project began in December, 1977, and initially operated in partial coordination with the Externship for Vocational Education Administrators Project (Moss and Miletich, 1978) also operated within the Department of Vocational and Technical Education, University of Minnesota. The purpose of the externship was to provide potential vocational education administrators with critical administrative skills and knowledges. An advisory committee (Appendix 1) of leaders in vocational education administration assembled to help develop the externship program also examined early drafts of materials for the administrator needs assessment project.

Rationale

It is again important to emphasize the purpose of this project as staff development needs assessment and not summative evaluation. Individuals in education often see needs assessment as a thinly disguished or polite term for job performance evaluation. Two points should clarify the differences in application and focus.

First, evaluation is often used for staffing decisions (i.e., retention, promotion, staff assignments) that tend to apply externally to the individual. Castettier (1968) calls this performance appraisal and notes it is a process done to an individual rather than for an individual. Needs assessment falls in the latter category and simply provides an identification service for the individual. No attempt is made to collate formative information into a composite of overall performance.

Second, staff development needs assessment stems from the assumption that on-going staff development is intrinsic to all and is basically a process of identification and prioritizing for an individual. Comparisons between individuals are not possible or valid. Evaluation schemes operate to an external standard. Needs assessment is internal to the individual as he/she operates in a specific administrative position.

Needs assessment is subject to at least two requisities. First, needs assessment must address assessment areas or domains that accurately contain and reflect the individual position being examined. If these domains are not accurately representative of the position, examination is of little use. Second, assessment domains must possess enough consensus definition to allow objective examination. An example may help to clarify this point. On first examination, a logical domain to be investigated in the needs assessment of a vocational education administrator is personal leadership qualities. "Leadership qualities" certainly has the support of educational literature, training programs, and practicing administrators as being important to effective vocational education administration and was the focus of much attention in the early stages of this project. The problem in using leadership as an assessment domain is the lack of consensus definition of what leadership is (Campbell, 1971). For example, Lahti (1972) defines leadership in dimensions of effective management, Likert (1967) looks at

leadership from a systems perspective, Wenrich (1966) views leadership more as a selection process and so forth. The problem with many needs assessment domains is in their potential for becoming prescriptive in terms of a specific philosophy or "school of thought."

Working Parameters

Early in the project the following parameters were established to provide a base framework and organization.

1. The needs assessment instruments and process should be capable of assisting individual administrators toward optimally functioning in their organizational environment. The needs assessment should be directed at the individual, not the situation. While the ultimate goal of staff development is advancement of the total organizational environment, it was not seen by project staff as realistic to attempt needs assessment at the institutional level.
2. The vocational education administrator needs assessment project should pursue validity in its developed materials through a thoughtful review of literature, use of advisory committees and the review of practicing administrators. Validity is elusive in any context of needs assessment. Critical assessment areas may potentially vary due to differences between individual administrators, their assignments, educational philosophies, and institutions. Validity in needs assessment materials is probably most effectively pursued through concensus of its users.
3. The needs assessment materials and process should not limit itself to only representing the "state of the art" in vocational education administration. As much as possible, the needs assessment should attempt to reflect, rather, the ideal of what "ought to be." Hopefully, this ideal can be approached through a thoughtful integration of the respective perspectives of practitioners, literature, and research.
4. The developed needs assessment materials and process should possess a maximum degree of utility. The final instruments and feedback process should be readily available, useable and meaningful to the

intended population. Dimensions critical to the utility of needs assessment materials are found in their ability to identify, prioritize, and interrelate potential needs areas. Those dimensions should be carefully monitored as the materials develop.

INSTRUMENT DEVELOPMENT

Identification of Needs Assessment Domains

The administrator needs assessment project began with an initial review of pertinent literature in vocational education administrator evaluation and needs assessment. It soon became apparent that needs assessment literature for this population is extremely sparse. Literature directed at formative needs assessment for vocational education administrators is conspicuously lacking. This realization was both encouraging in terms of supporting the need of the project and disappointing in providing little initial direction. Castetter (1968) identifies education administrator performance appraisal as being in use for over "half a century" but only recently has it been applied to staff development concerns. Castetter describes a model for improving "position behavior" through "performance targets." Present position behaviors (individual administrator job functioning) are contrasted with desired position behaviors and brought closer by identifying specific improvement goals. The approach is logical and consistent with our project terminology of needs assessment. If specific needs can be identified, then staff development prioritizing and goal setting can address these needs.

Utilizing the literature review and advisory committee of Minnesota vocational education administrators (See Appendix I), the following potential needs assessment domains for vocational education administrators were identified and considered:

1. Needs assessment in the context of behavioral tasks.
2. Examination of an individual's working knowledge base.
3. Performance in the context of general managerial/administrative competenices.
4. Identification of an administrator's predominate leadership style.
5. Examination of the administrator's "system."
6. Assessment in terms of time management.

7. Congruence between an administrator and the total school environment.
8. Administrative communication.

From these eight, the first three were chosen through project staff and advisory committee examination as being most appropriate and defensible to a vocational education administrator needs assessment process requiring needs identificiation, needs prioritizing, and pursuit. This decision was in no way intended to suggest the other domains as unimportant. The problem lies in their lack of consensus definition, objective process of observation, or philosophical bias.

Early in the project the interactive nature of the three chosen assessment domains became readily apparent. It is important to emphasize that the domains have only been separated for purposes of clarification and identification; they are in no way viewed as mutually exclusive. In operation, an administrator applies his/her knowledge through general administrative/managerial processes to accomplish the tasks and responsibilities of the administrative position. Consequently, the operating relationship between domains is interactive and interdependent. A need or deficiency in any of the areas can conceivably affect administrator performance.

Vocational Education Administration Knowledge Base

The "ideal" knowledge base for vocational education administrators is broad and comprehensive. Rather than being an education specialist, the administrator is an education generalist. Due to diverse responsibilities and the specialty range of subordinates, the effective administrator must have working knowledge of a wide range of disciplines.

In addressing this assessment domain, an attempt was made to compile as comprehensive a listing of these disciplines as possible. A starting point was a Delphi study conducted by Moss (1977). From the pooled input of practicing administrators and experts in the field of vocational education administration, Moss compiled a list of competency areas requisite to

effective vocational administration. Thirty competency areas were identified and organized under the headings of Human Relations, Education Policy, Development, Management Tools and Techniques, and Problem Solving.

Beginning with this list, the needs assessment project staff reviewed available literature, surveyed administrator preparation curricula, and utilized the vocational administrator advisory committee to provide additions and deletions appropriate to the goal of vocational administrator needs assessment. Currently, this project has identified 30 knowledge areas, arranged under general headings, that are representative of and necessary to a broad composite range of vocational administrative positions. The knowledge listing is presented in Figure 1. Consistent with the project's working parameter of representing the "ideal" in vocational administration, the knowledge list is seen as flexible and subject to alteration by subsequent consensus of applicants, literature, or research.

Vocational Education Administrator Tasks

The majority of current vocational education administrator evaluation and needs assessment literature views administrative functioning as defined by his/her performance on specific tasks. Research studies at Illinois State University (Ramp, 1972), Ohio State University (Norton, 1977), Connecticut State Department of Education (1966), and the Minnesota State Department of Education (1976) provided vocational education administrator task lists of varying specificity. An item analysis of these lists was conducted by project staff in an attempt at consolidation and standardization. The following criteria guided the analysis:

1. Tasks statements should reflect a consistent level of specificity.
2. Task statements should be objective and not reflect specific educational philosophies or prescriptive techniques.
3. Tasks should be written in a standard format (Fine, 1974).
4. Task statements should comprehensively represent the entire range of secondary and post-secondary vocational education administrative positions.

The analysis yielded 86 task statements organized into 10 categories of vocational administrator functions. This list was presented to the practicing administrator advisory committee and was accepted as representative

ADMINISTRATION AND MANAGEMENT

1. Administration and management process
2. Administration and management systems theory
3. Personnel management and supervision
4. Leadership and management styles
5. Time management systems

PUBLIC EDUCATION PHILOSOPHY

6. Social foundations of education
7. Politics of education
8. Values and ethics in education
9. Ethnic/sex stereotyping
10. Social, psychological, and economical patterns of special groups

VOCATIONAL EDUCATION

11. Vocational psychology
12. Vocational guidance
13. History and philosophy of vocational education
14. Manpower development programs

PUBLIC SCHOOL RULES AND REGULATIONS

15. Public school finance and economics
16. School law and regulations
17. Business procedures and accounting systems

EDUCATIONAL PSYCHOLOGY AND METHODS

18. Curriculum development theory
19. Learning theory
20. Teaching methods
21. Instructional systems
22. Facilitating change in an institution

PUBLIC AND STAFF RELATIONS

23. Formal communication processes
24. Group dynamics
25. Interpersonal communication
26. School-community relations
27. Labor relations and contract management

INFORMATION INTERPRETATION AND RESEARCH

28. Measurement and statistics
29. Research procedure and design
30. Management information systems

FIGURE 1
ADMINISTRATIVE KNOWLEDGE BASE

of vocational education administration with only minor revisions. This task listing is presented in Figure 2.

General Administrative/Managerial Competencies

In the early development stages, the project staff was considering using only the knowledge base and task statements as criteria for administrator needs assessment. A persistent concern of the advisory committee was the ability of these two domains to reflect what they thought was the "essence" of effective administration. Committee members strongly felt that some indication of general administrative/managerial functioning should be included in the assessment. Management/administration literature and research supports this concern.

General administrative/management competencies are usually defined in the literature as administrative process. Support for these competencies as the "essence" of administration is found in the across field universality of administrative process. Sears (1950) states that:

> In all these basic matters, administration is everywhere the same, whether in government or business or education, whether in a great and complex enterprise like a nation or a small and simple one like a department store or a village school system.

Miller (1965) agrees:

> . . . the content for all professional learning related to administration easily appears to be about two-thirds common for all administrators regardless of differences in specific tasks or functions, with about one-third of the content necessary for special functions.

Krezevich (1962) chronicles the descriptive terms used by writers to suggest categories of administrative process and finds considerable agreement. Through an analysis of literature on administrative process, the project staff with concurrence of its advisory committees selected the following descriptors of general administrative/managerial competencies:

1. Decision Making
2. Organizing
3. Planning
4. Communicating
5. Delegating
6. Influencing
7. Evaluating

PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

1. Collect and analyze manpower needs assessment data.
2. Interpret and apply state and/or federal vocational education legislation.
3. Utilize federal, state, and district resources in program development and operation.
4. Develop overall vocational program goals.
5. Prepare annual and long-range program plans.
6. Prepare and recommend program policies to the administration and board.
7. Implement local board and administrative policies.
8. Design and implement a local program evaluation system.
9. Write proposals for the funding of new programs and improvement of existing programs.
10. Coordinate local demonstration, pilot, and exemplary programs.
11. Conduct local research studies and utilize results in program improvement.

CURRICULUM AND INSTRUCTIONAL MANAGEMENT

12. Establish and monitor instructional program entry and completion requirements.
13. Coordinate the establishment and enforcement of student rules and policies.
14. Design and monitor student progress reporting procedures.
15. Establish and implement a curriculum that will achieve the school's instructional goals.
16. Prepare a master schedule of course offerings.
17. Guide staff in selecting and using effective instructional strategies.
18. Integrate vocational student organization activities into the instructional program.
19. Integrate cooperative education programs into the total curriculum.
20. Integrate supplemental/remedial programs into the total curriculum.
21. Integrate special needs programs into the total curriculum.
22. Integrate adult/continuing education programs into the total curriculum.
23. Utilize community resources in curriculum development.
24. Coordinate the articulation of secondary and post-secondary vocational programs.
25. Monitor and approve selection of instructional equipment and materials.

STUDENT SERVICES

26. Supervise student recruitment and admission services.
27. Arrange for and monitor student financial aid programs.
28. Monitor student guidance and testing services.
29. Monitor student job placement and follow-up services.
30. Monitor extra curricular activities.
31. Provide for a student record-keeping system.
32. Interpret and apply staff employment laws and regulations.

PERSONNEL MANAGEMENT

33. Develop, recommend, and communicate personnel policies.
34. Determine program staffing requirements and establish recruitment procedures.
35. Participate in negotiating staff working agreements.
36. Establish and implement staff grievance procedures.
37. Interpret and implement the staff working agreement.
38. Schedule staff work loads, leaves, vacations, and sabbaticals.
39. Supervise the work of teachers and other school personnel.
40. Maintain a staff record-keeping system.
41. Maintain staff communication via meetings, bulletins, and other communications.
42. Provide guidance to staff on legal matters affecting the school program.
43. Provide an evaluation system for staff performance and recommend staff promotions and dismissals.
44. Interpret and apply staff employment laws and regulations.

FIGURE 2

VOCATIONAL EDUCATION ADMINISTRATIVE TASKS

STAFF DEVELOPMENT

45. Assess staff development needs.
46. Provide for the communication of assessed needs to individual staff members.
47. Conduct and/or arrange for staff development in-service programs.
48. Provide and monitor pre-service programs for professional personnel.
49. Evaluate staff development programs.

PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT

50. Develop and maintain a professional relationship with other administrators and state department staff.
51. Participate in professional organizations.
52. Participate in the development of vocational education legislation and the state plan.
53. Represent teacher interests and concerns to other administrators and the board.
54. Use and contribute to professional literature.
55. Develop a plan for promoting good public relations.
56. Prepare and recommend public relations and communication policies.
57. Develop a procedure to coordinate the use of advisory committees.
58. Participate in community organizations.
59. Meet and confer with individuals about vocational programs.
60. Promote parent and teacher groups.
61. Develop and present information and promotional materials/programs.
62. Conduct an alumni relations program.
63. Secure and evaluate information feedback about vocational programs.
64. Evaluate the school's public relations program.

FACILITIES AND EQUIPMENT MANAGEMENT

65. Determine the facilities needed, space and condition.
66. Recommend specifications for facilities and equipment.
67. Analyze bids and contracts and recommend board action.
68. Conduct land and facility feasibility studies and recommend alternatives.
69. Recommend appropriate architects and supervise architectural work.
70. Develop and utilize a comprehensive safety program.
71. Develop and implement an equipment and supply inventory system.
72. Establish a maintenance program for equipment, facilities, and grounds.
73. Develop and supervise procedures for community use of facilities.
74. Develop and operate a building security program.

BUSINESS AND FINANCIAL MANAGEMENT

75. Prepare and recommend financial policies.
76. Adapt an appropriate financial accounting system.
77. Prepare and regulate cooperation, program, and capital improvement budget.
78. Establish procedures for purchases, payments, investments, receiving and shipping, requisitions, fees collections, etc.
79. Analyze the cost of operating programs and services.
80. Locate and procure sources of funds for program development and operation.
81. Determine and obtain appropriate insurance coverage.
82. Present levies and bond issues to voters.
83. Prepare local, state, and federal reports.

AUXILIARY SERVICES MANAGEMENT

84. Arrange for student transportation services.
85. Oversee school food services.
86. Arrange for school health services.

FIGURE 2
(CONTINUED)

Each competency area was pursued in the management literature to identify operational statements reflective of an administrator's functioning in the competency. Figure 3 presents the competency areas and their operational statements.

This domain of the vocational administrator needs assessment is subject to considerable scrutiny regarding validity. General administrative/managerial competencies are largely an abstraction (Lipham, 1977), but an attempt at assessment of these competencies is of too much potential benefit to allow exclusion.

Use of the Assessment Domains

Current staff development procedures require a systematic assessment of staff positions to appropriately identify strengths, weaknesses, and priority areas for individual growth in the assignment. Systematic is the key word requiring an objective, operative, and on-going sequence of staff development. The project staff feel they have identified objective assessment domains of considerable use to vocational education administrators.

One application of these domains is a vocational education administrator self-assessment. The individual administrator privately rates him/herself with respect to each competency area and subsequently prioritizes areas identified as "needs." In this context, the administrator will realize a number of gains, specifically:

1. An educational awareness of the wide range of knowledge and skills important to positions in vocational education administration.
2. Objective examination and identificiation of the working parameters of his/her own administrative position.
3. An organized reference of current individual skills and knowledges.
4. Patterns of needs indicative of "clustered" areas for individual development.

In the early developmental steps of the needs assessment instruments, project staff and advisory committee members identified and discussed the advantages of providing the individual administrator with parallel ratings of his/her self and position by other staff members and colleagues. If an administrator's self-assessment can be viewed in comparison with parallel

When involved in DECISION MAKING, I:

1. identify the purposes and/or goals served by a particular decision.
2. assemble facts, opinions, and ideas important to the decision.
3. formulate a viable list of alternatives and objectively consider them.
4. select the most promising and appropriate alternative.

When working in an ORGANIZING capacity, I:

5. provide for an organizational structure appropriate to the situation.
6. monitor the effectiveness of an organizational structure in serving its situation.
7. recognize and utilize the total system of informal organizational structures in the district.
8. recognize and utilize the total system of formal organizational structures in the district.
9. establish priorities and appropriately allocate time.

When involved in PLANNING, I:

10. define and clarify purpose and scope of the operation.
11. investigate and address factors affecting the achievement of purposes.
12. analyze and forecast effects of possible courses of action on achievement of purposes.
13. effectively utilize available staff input.
14. formally design a plan consistent with the defined purposes and scope of the operation.

In the process of COMMUNICATING, I:

15. establish and maintain a sufficient range of communication channels.
16. clearly communicate ideas and assignments.
17. provide for staff awareness of the school's operation.
18. solicit and give prompt attention to staff ideas and concerns.
19. react to people with a positive regard for each individual.
20. am consistently approachable, considerate, and courteous.

When DELEGATING assignments and responsibility, I:

21. delegate tasks in a fair and objective manner consistent with organizational needs.
22. assign task responsibility to the most appropriate staff member.
23. delegate tasks with the specification of expected outcomes.
24. delegate tasks with the authority necessary for completion.
25. delegate tasks with a provision for feedback concerning quality and completion.

In the process of INFLUENCING, I:

26. utilize the authority of my position to facilitate rather than impede organizational and staff goals.
27. provide for cooperative staff participation in the development of policies and plans.
28. effectively encourage stimulating and creative thought.
29. utilize the authority of my position in a consistent manner.
30. support appropriate subordinate decisions.
31. tactfully mediate and arbitrate conflicts.

When involved with EVALUATING, I:

32. appropriately select, define, and delineate the activity or program being evaluated.
33. utilize appropriate evaluation measures and techniques.
34. objectively collect data on identified criteria or assumptions.
35. involve staff in the evaluation process.
36. use evaluation procedures that are consistent with local, state, and federal policies.
37. draw conclusions from analysis and interpretation of pertinent data.

FIGURE 3

GENERAL ADMINISTRATIVE/MANAGERIAL COMPETENCIES

assessments by "significant others" in his/her working environment, the following additional staff development gains are realized:

1. External perceptions of an individual's position responsibility are identified.
2. Congruence of the individual self-assessment and external assessment areas can be examined.
3. "Incongruence" can provide additional clues towards prioritizing critical need areas.

Significant others appropriate to a parallel external assessment of an individual administrator may vary, depending on the needs assessment domain being examined and/or the variability of vocational education administrative positions. Subsequent development work on the needs assessment instruments included the design of "significant other" parallel instrument forms to be used in conjunction with an administrator's self assessment.

Instrument Presentation of the Assessment Domains

The three vocational adminisrator assessment domains (knowledge, task, and general competencies) are relevant to a wide range of vocational education administrative positions. Typically, these would include directors, assistant directors, and program leaders. Appropriateness of the specific needs assessment items may vary substantially with the individual's respective position. This is particularly true in the "knowledge" and "task" areas, less so in the "general competencies" section which is much more generalizable to all administrators. Consequently, the "knowledge" and "tasks" sections of the instrument contain an index of the appropriateness of the item to the individual's specific administration position. This is important both in the identification of the parameters of the position and in investigating any incongruence with parallel assessments.

The first section of the instrument looks at the individual administrator's knowledge base in terms of rating felt need to improve in the comprehension of a wide range of knowledge areas representing disciplines critical to vocational education administration responsibilities. The second section looks at an administrator's functioning in terms of general administrative/managerial competencies. Each general competency area is represented by

operational statements which should summaritively represent effectiveness in the general competency. The administrator rates him/herself on frequency of operation utilization. The third section of the instrument asks the individual to rate him/herself on "need to improve" in reference to specific administrative tasks which are judged to be a position responsibility. A distinction is made between primary task responsibilities and task responsibilities that are generally delegated to other staff members but are still umbrelled under the administrator's position.

A seven-point Likert type scale was selected to provide a sufficient range of response to individual items in each assessment domain. Directions and sample items for each domain section of the instrument are presented in Figure 4. Instruments using the format were prepared for both self assessment and parallel assessment by other "significant individuals" in the staff structure. The primary difference between forms is found in their introduction and phrasing of directions. Complete copies of the needs assessment instruments are found in Appendix II.

Use of Advisory Committees

Continuous input from practicing vocational education administrators was seen by project staff as of primary importance to the development of this project's needs assessment materials and procedures. Since maximum utility of the development materials is a major concern of the project, careful monitoring by potential applicants is critical. Two separate advisory committees composed of vocational education administrators were used to review and critique the project's rationale, materials, and procedures as they developed. The use of the advisory committees will be chronicled and partially reiterated in the following section.

The first committee, as mentioned previously, was also responsible for developing topic and priority lists for a Minnesota vocational education administrator externship program. Members of this committee were identified leaders in vocational education administration (Appendix I). Prior to the first advisory committee meeting, administration needs assessment staff had compiled vocational education administrator task and knowledge lists from previous research and literature. The first

SECTION I: ADMINISTRATIVE KNOWLEDGE BASE

DIRECTIONS: The following list represents categories of knowledge which are believed to be necessary for effective functioning as a vocational education administrator. The knowledge categories are arranged under general organizational headings to facilitate feedback from the instrument. First, indicate your perception of the importance of the knowledge area to *your* administrative position by circling the appropriate response number in the left-hand column. The number "1" indicates "very low importance" to your position, and "7" indicates "very high importance" to your position. Second, indicate your *felt need to acquire more knowledge* in this area by circling the appropriate response in the right-hand column. The number "1" indicates "low" felt need to acquire more knowledge. See the sample item below.

	Importance to Your Administrative Position Low Moderate High	KNOWLEDGE AREA	Felt Need to Acquire More Knowledge Low Moderate High
Sample	1 2 3 4 5 (6) 7	A. Vocational psychology	1 2 3 (4) 5 6 7

SECTION II: GENERAL ADMINISTRATIVE/MANAGEMENT PROCEDURES

DIRECTIONS: This section deals with how you function in broad, comprehensive areas of administrative/managerial responsibility. Seven general administrative skill areas have been identified that influence the completion of a wide range of administrative tasks. Each area is divided into more specific operational statements. Indicate how often the operation is utilized as you work in the respective area by circling the appropriate number on the scale. The number "1" indicates the operation is "never practiced", and "7" indicates the operation is "always practiced". See the sample item below.

		Operation Utilized Never Often Always
Sample	When involved in EVALUATING, I: involve staff in the evaluation process.	1 2 3 4 (5) 6 7

SECTION III: VOCATIONAL EDUCATION ADMINISTRATION TASKS

DIRECTIONS: The following list represents tasks common to effective functioning in vocational education administration. The tasks are arranged under general headings of administrative responsibility. First, indicate whether you feel the task is contained within your job responsibility by circling "Y" for Yes; "N" for No; or if the task is within your job responsibility but mostly delegated to other staff members, circle "D". Second, if you circled either "Y" or "D" for a task, proceed to the column located on the right and indicate your need to improve on this task or the effective delegation of this task. The number "1" indicates "low need to improve" and "7" indicates "high need to improve". If you circled "N" for a task, go on to the next item. See the sample items below.

	Task Within Your Job Responsibility?			TASKS	Need to Improve Low Moderate High
	Yes	No	Delegated		
Sample	(Y)	N	D	A. Prepare busing schedules.	1 2 3 4 (5) 6 7
	Y	N	(D)	B. Coordinate athletic activities.	1 2 (3) 4 5 6 7
	Y	(N)	D	C. Prepare a course offering master schedule.	1 2 3 4 5 6 7

FIGURE 4

SAMPLES OF ASSESSMENT DOMAIN PRESENTATION

responsibility of the advisory committee was to review and analyze these lists for completeness, validity, and common level of specificity of the items. Committee meetings in December, 1977 and January, 1978 combined with mail correspondence input produced task and knowledge lists capable of withstanding rigorous scrutiny within the context of vocational education needs assessment literature and pre-service and in-service curricula.

The advisory committee emphasized the large number and range of tasks and knowledges under the vocational education administrator "umbrella" and cautioned that while few vocational education administrative positions actually contain responsibility in all areas, comprehensive examination by individuals is important in terms of perspective as well as effective needs definition and assessment. Committee members also stressed the interactive and interdependent nature of "tasks" and "knowledges" forcing categorical distinctions only to aid in needs assessment definition.

As the administrator task and knowledge lists were being developed, the advisory committee strongly emphasized that the two categories were necessary to vocational education administrative needs assessment but not sufficient in and by themselves. Committee members thought critical dimensions were missing and initiated the project staffs investigation of other potential needs assessment domains as discussed in previous sections of this report. Subsequently, the vocational education needs assessment staff made a decision to include a third needs assessment domain that would provide an index of administrator functioning in terms of general administrative/managerial competencies. The committee supported this decision and worked with project staff to develop the items in this needs assessment section.

As needs assessment instruments were developed and refined for the three chosen assessment domains, a decision was made by project staff to form and work with a second advisory committee. Staff members felt that the "cold" input from another group of practicing vocational education administrators could possibly provide a different perspective and safeguard against any tendency for the project staff or initial advisory committee members to be myopic in the continuing development of materials. This second advisory committee was made up of six practicing Minnesota vocational education administrators. Within limits, a heterogeneous membership was pursued from secondary/post-secondary, metropolitan/rural, and integrated district/

independent district vocational education administrators.

Members of this committee (Appendix III) were supplied with draft copies of the needs assessment rationale and materials that had been developed for the three assessment domains. Prior to a first meeting of this committee on June 21, 1978, the project staff prepared an agenda to:

1. Solicit the committees response to the projects overall rationale, conceptualization, and appropriateness of the assessment domains and instruments.
2. Review specific items in each of the three assessment sections for definition and clarity.
3. Solicit the committees reaction to the idea of parallel needs assessment by "significant others" in an individual administrators staff structure.
4. Investigate the design of a needs assessment feedback model.

The administrative needs assessment rationale and draft assessment instruments were supported by the committee with little revision. Terminology in some categories was revised to increase universality. Considerable discussion investigated the potential "threat" of needs assessment to practicing administrators. Committee members and project staff agreed that the needs assessment process should be as confidential as possible in an attempt at alleviating these concerns.

A significant change in the instrument section for vocational administrator tasks was suggested at this meeting. The previous task listing identified whether specific tasks were an individual's responsibility by "yes" or "no" response. Committee members strongly suggested that a third category be provided that would identify a task that is under the administrator responsibility but mainly delegated to another staff member. This revision was included in subsequent drafts of the instrument.

The advisory committee saw confidential parallel assessments by others in the administrator's staff structure as providing a valuable and critical perspective to an administrator. The following guidelines were suggested for the assignment of a parallel assessment to appropriate staff members:

1. Staff subordinates or administrative peers are in a position to knowledgeable provide perspective on an administrator's general administrative/managerial competencies but usually cannot view the administrator's position in totality (as is required in the knowledge and task domains).
2. Objective perspective on the entire administrative position is best provided by a superordinate who has knowledge of and/or responsibility for the individual's position.

3. Multiple parallel assessments in aggregate would provide the most reliable and confidential feedback to the applicant.

Continued work with this committee investigated suitable formats for feedback from the needs assessment. Members were primarily concerned with the utility of returned information. Suggestions were incorporated by the project staff in a tentative feedback procedure that was developed to be used in the pilot test of the needs assessment instruments and procedures.

Members of the second advisory committee continued to work on materials revision with project staff through the Summer and Fall of 1978.

PILOT TESTING

At the end of August, 1978, project staff and advisory committee members decided that the administrator needs assessment materials were refined to the point of requiring a pilot test as the next developmental step in the project. External input from potential applicants was again seen as necessary to provide "fresh" input to the evolving materials and procedures.

Pilot Test Participants

Project staff requested placement on the agenda of a Minnesota Secondary Vocational Directors meeting to describe the project and solicit volunteer administrators for the proposed pilot test. Discussion following the project presentation at the September, 1978, meeting demonstrated considerable interest in the project and 14 secondary vocational education administrators volunteered to participate in the pilot test.

Project staff members also pursued the participation and balanced representation of post-secondary vocational education administrators. Since a general meeting of these administrators was not immediately pending, a Minnesota post-secondary vocational education administrator mailing (n = 37) was prepared containing a project description letter and a request for volunteer participation in the pilot test. This mailing produced 10 post-secondary administrator volunteers.

A decision was made that this first pilot test should reflect as wide a range of vocational education administrator positions as possible. From the 24 volunteers, ten administrators were selected with the following administrative positions represented:

Secondary Vocational Education Administrators	Post-Secondary Vocational Education Administrators
2 Assistant Directors of large Metro Districts	2 Area Vocational Technical Directors
1 Director of large Metro District	2 Area Vocational Technical Directors
3 Cooperative Center School Directors	

Pilot test participants were invited to attend one of two informational meetings held at the University of Minnesota on November 16 and December 8, 1978. The purpose of these meetings was to further describe the vocational education administrator needs assessment project and to allow project staff an opportunity to assess the time required by individuals to complete the self-assessment forms. After participants completed their self-assessment, parallel assessment forms were provided for distribution to persons whom they identified as appropriate, at their respective schools. Completed parallel forms were returned to the MRDC and confidentially compiled with the administrator's self-assessment into a vocational education administrator needs assessment feedback format. See Appendix IV.

Feedback Model

The theoretical framework for the needs assessment feedback model has been established in the previously discussed needs assessment rationale and working parameters: the requisite of objective needs assessment domains which accurately represent the administrators position, the centrality of self-assessment, the advantages of parallel assessment by significant others whose rsponses are confidential, and above all the provision of assistance in identifying individual needs.

The feedback format selected for the pilot test presented the information by domain: vocational education administrative position knowledge base, general administrative/management procedures, and administrative tasks. Within each domain the individual administrator's information was presented in three stages: (A) the average ratings for the specified areas included in the domain, (B) specific items selected for consideration and study as concerns and potential needs, and (C) the individual item ratings by the administrator and the parallel assessment average ratings for the respective items. Values used in selection of specific items reported in the second stage (B) were established by examination of the completed pilot test instruments. Projected full scale testing of the instruments and procedure should reflect the appropriateness of these values.

The feedback for the vocational education administrative position knowledge base included a table which presented the average ratings for

items within knowledge areas of the domain. Figure 5 presents this table. This information was presented to provide the administrator with an overview of the relative importance of the knowledge area to his/her position, self and parallel ratings, and of the need to acquire more knowledge, self-rating.

A. Knowledge Area Importance to Your Position and Your Need to Acquire More Knowledge, 1=Low to 7=High.

Knowledge	Importance to Your Position		Need to Acquire More Knowledge
	Self Rating	Average of Parallel Ratings	Self Rating
Administrative management			
Public education philosophy			
Vocational education			
Public school rules and regulations			
Ed. psychology and methods			
Public and staff relations			
Information interpretation and research			

FIGURE 5

FEEDBACK FORMAT FOR ADMINISTRATIVE POSITION KNOWLEDGE BASE: AREAS

The knowledge area data was followed by key items to be analyzed. Three groups of items were presented in the format shown in Figure 6. Items in groups one and two were ranked in order of the magnitude of the difference, largest first, and up to 8 items with the greatest difference in magnitude equal to or greater than two were printed. The objective was to select a minimum of four items, if possible, and report ties if not more than 8 items in total were identified. The third group of items were selected based upon largest score. The score was determined by combining the administrator's importance and need ratings for the individual item and assigning need the most weight in cases of tie values. The same basic item selection rule as noted above was followed.

B. Key Items to Be Analyzed

1. You ranked the importance of the following items significantly higher ($\geq$2) than your parallel assessments.

   "Item statements"

2. You ranked the importance of the following items significantly lower ($\geq$2) than your parallel assessments.

   "Item statements"

3. You considered the following items important to your position and felt a need to acquire more knowledge about them.

   "Item statements"

FIGURE 6

FEEDBACK FORMAT FOR ADMINISTRATIVE POSITION KNOWLEDGE BASE: SELECTED (KEY) ITEMS

Finally, all the individual item data was presented in table format as shown in abridged form, administration and management area only in Figure 7. As a result, all of the data gathered for the knowledge base was presented to the administrator for personal review and study.

C. Individual Item Importance to Your Position and Your Need to Acquire More Knowledge, 1=Low to 7=High.

Item	Importance to Your Position		Need to Acquire More Knowledge
	Self Rating	Average of Parallel Ratings	Self Rating
ADMINISTRATION AND MANAGEMENT			
1. Administration and management process			
2. Administration and management systems theory			
3. Personnel management and supervision			
4. Leadership and management styles			
5. Time management systems			

FIGURE 7

FEEDBACK FORMAT FOR ADMINISTRATIVE POSITION KNOWLEDGE BASE: ALL ITEMS

The feedback format for the domain examining vocational education administrator general administrative/management procedures presented the average ratings for items within general procedure areas in tabular form. See Figure 8. The administrator's self ratings and the average of the parallel assessment ratings of the frequency of operation utilization were averaged to provide the procedure utilization values. These values suggest the relative strenghts of the individuals administrative/management procedures.

A. Utilization of General Administrative/Management Procedures, 1 = Never to 7 = Always.

Procedure	Frequency Operation Utilized	
	Self Rating	Average of Parallel Ratings
Decision-making		
Organizing		
Planning		
Communicating		
Delegating		
Influencing		
Evaluating		

FIGURE 8
FEEDBACK FORMAT FOR UTILIZATION OF
GENERAL ADMINISTRATIVE/MANAGEMENT PROCEDURES

Key items to be analyzed followed the overview data. The three section outline format shown in Figure 9 was used. As in the case of the knowledge base, the items in groups one and two were ranked in order of the magnitude of the difference, starting with the largest difference, and four to eight items with the greatest differences in magnitude equal to or greater than two were reported. The final group contained the items having the lowest combined ratings of utilization, the individual's rating plus the average rating for the paralliel assessments. Four to eight items were also reported in this area.

B. Key Items to be Analyzed

1. You ranked the utilization of the following items significantly higher (≥ 2) than your parallel assessments did.

   "Item Statements"

2. You ranked the utilization of the following items significantly lower (≥ 2) than your parallel assessments did.

   "Item Statements"

3. The combined ratings by you and your parallel assessments indicate the following items were least used by you.

   "Item Statements"

FIGURE 9
FEEDBACK FORMAT FOR UTILIZATION OF
GENERAL ADMINISTRATIVE/MANAGERIAL PROCEDURES:
SELECTED (KEY) ITEMS

The individual item utilization data was reported in table form. Figure 10 is an abridged format including decision-making procedure items only.

Individual Item Utilization: 1 = Never to 7 = Always

Item	Utilization	
	Self Rating	Average of Parallel Ratings
When involved in the DECISION MAKING, I:		
1. Identify the purposes and/or goals served by a particular decision.		
2. Assemble facts, opinions, and ideas important to the decision.		
3. Formulate a viable list of alternatives and objectively consider them		
4. Select the most promising and appropriate altnerative.		

FIGURE 10
FEEDBACK FORMAT FOR UTILIZATION OF
GENERAL ADMINISTRATIVE/MANAGERIAL PROCEDURES:
ALL ITEMS

The information for the third domain, vocational education administration tasks, was presented in a similar format. The summary data for the

need to improve in selected task areas was presented in a table. See Figure 11. The ratings of need to improve for the items the individual administrator felt were a responsibility or delegated responsibility were used in calculating the respective task area averages, values. If the administrator had indicated less than half of the items in a task area were his responsibility, an area value was not reported. The average of parallel assessment ratings did not include the ratings of items the administrator did not consider his/her responsibility.

A. Need to Improve General Areas of Administrative Tasks,
1 = Low to 7 = High.

Task Area	Need to Improve	
	Self Rating	Average of Parallel Ratings
Program Planning, Development & Evaluation		
Curriculum & Instructional Management		
Student Services		
Personnel Management		
Staff Development		
Professional Relations & Staff Development		
Facilities and Equipment Management		
Business and Financial Management		
Auxiliary Services Management		

FIGURE 11
FEEDBACK FORMAT FOR VOCATIONAL EDUCATION ADMINISTRATIVE TASK AREAS

Key items were presented in outline format. See Figure 12. The first items reported were those on which the individual administrator and all parallel assessments were in complete disagreement concerning the responsiblity of the administrator for the specific task. All of these tasks were reported.

?. Key Items to be Analyzed

1. You viewed your responsibility for the following tasks significantly different than your colleagues.

   - You said YES, but your parallel assessments said NO.

   "Item Statements"

   - You said NO, but your parallel assessments said YES.

   "Item Statements"

2. Where you and your colleagues agreed that the task was your responsibility, you ranked your need to improve on the following items significantly higher ($\geq$2) than your colleagues did.

   "Item Statements"

3. Where you and your colleagues agreed that the task was your responsibility, you ranked your need to improve on the following items significantly lower ($\geq$2) than your colleagues did.

   "Item Statements"

4. Where you and your colleagues agreed that the task was your responsibility, the combined ratings ranked the following items as having greatest need to improve:

   "Item Statements"

FIGURE 12

FEEDBACK FORMAT FOR VOCATIONAL EDUCATION ADMINISTRATIVE TASKS: SELECTED (KEY) ITEMS

The next two item categories included tasks which the administrator and parallel assessment unanimously agreed were the administrator's responsibility, but the administrator rated personal need to improve on the task significantly higher ($\geq$2) or lower ($\geq$2) than the parallel assessment group. The selection procedure was the same as that reported for items of disagreement in the other domains. Tasks were listed in order of the magnitude of the difference up to eight if the difference was greater than 2.

The last item category reported those tasks which the administrator and his colleagues unanimously agreed were the administrator's responsibility and the combined ratings of the administrator and parallel assessments ranked as having the greatest need to improve. Five tasks were reported in order, beginning with the highest ranked items.

Finally, the individual task data was reported in tabular format. Figure 12 is an abridged format including only four of the program planning,

development and evaluation task area items. This information was provided to allow administrators opportunity to interpret the data, particularly for those tasks where there was disagreement on the perceived responsibility of the administrator for the task. The yes (Y), delegated (D) and No (N) responsibility responses were reported in terms of frequency such as 2Y, D or Y, 2N.

C. Individual Item: Task Within Your Job Responsibility and Your Need to Improve Task Performance

Item	Responsibility		Need to Improve	
	Self Rating	Parallel Rating	Self Rating	Average of Parallel Ratings
PROGRAM PLANNING, DEVELOPMENT AND EVALUATION				
1. Collect and analyze manpower needs assessment data.				
2. Interpret and apply state and/or federal vocational education legislation.				
3. Utilize federal, state, and district resources in program development and operation.				
4. Develop overall vocational program goals.				

FIGURE 13

FEEDBACK FORMAT FOR VOCATIONAL EDUCATION ADMINISTRATIVE TASKS: ALL ITEMS

Pilot Test Recommendations

Following the November and December, 1978, meetings with pilot test participants, parallel assessment forms for the administrators were returned by mail to the University of Minnesota' MRDC. Due to the relatively small number of pilot test participants, project staff made a decision

to hand tally the assessment forms into a feedback package for each individual. In doing so, the staff obtained an excellent "feel" for problems that could later be encountered in compiling needs assessment feedback by computer.

Pilot test participants were invited to a February, 1979, meeting where the feedback was explained and reactions to the needs assessment materials and process were solicited. Prior to this meeting each administrator was sent his/her own feedback package for inspection. Eight of the 11 pilot test participants attended the meetings. The three administrators unable to attend this meeting were subsequently contacted individually.

Administrators participating in the pilot test offered the following recommendations regarding the needs assessment materials and feedback model.

1. Terminology could be clarified and possibly simplified for specific assessment items. This was especially so in the section looking at General Administrative/Managerial Procedures.
2. In the administrative task section, the distinction between task responsibility and delegation should be clarified.
3. Project staff should attempt to contain the length of the instruments as much as possible. Participants anticipated a time problem in large administrative structures where an individual would be responsible for his own self assessment and also parallel assessments for a number of colleagues.
4. The feedback format should be revised to provide a visual presentation of each domain and allow more expedient across-domain examination of item relationships.
5. An attempt should be made to efficiently link the feedback format to potential sources of staff development delivery (courses, workshops, and other activities).

SUMMARY AND RECOMMENDATIONS

The Vocational Education Administrator Needs Assessment Project has developed a staff development needs assessment process of considerable utility to those practicing vocational education administration. Through an integration of available literature and input from practicing administrators, needs assessment materials have been developed with the capacity of providing objective and usable feedback to the individual. Feedback information is of a pragmatic nature that should relate to staff development delivery and pursuit.

At the time of this report, project staff are continuing materials development through minor instrument revisions. The following recommendations are offered to further develop and implement a working system for vocational education administrator staff development.

(1) A full scale field test of the needs assessment materials and process should be conducted. Prior to this testing, project staff members should continue work in three major areas. First, the feedback model should be revised to include the changes suggested by the pilot test participants. The suggestions were primarily centered around offering a more visual and expedient display of summary feedback data. The needs assessment instruments are capable of producing a considerable amount of information and the feedback format should be designed to simplify its interpretation. Second, project staff should further investigate operational considerations concerning the use of the needs assessment instruments. For example: Does initial use of the instruments require a preliminary workshop or presentation? Would this type of meeting be necessary to assist in feedback interpretation? How should "significant others" involved in parallel assessment be prepared? These questions require further investigation to expedite the needs assessment process. Third, a computer processing procedure should be developed to compile feedback data. Pilot test feedback to participants was hand tallied and the process was found to be a lengthy, laborious task. Project staff indicate that full scale field testing would require a much more expedient system.

A full scale field test should include a significant number of vocational education administrative structures at the secondary and post-secondary level. Out of state schools should be included to investigate whether any regional bias

is present in the materials or process. The needs assessment process should be allowed to cycle through two or three six month assessment intervals to determine the utility of the needs assessment in an on-going staff development scheme.

(2) Concurrent with the full scale field testing, an investigation should be conducted to determine whether there is substantial interaction between the three assessment domains. Throughout the development of the needs assessment instruments, project staff have discussed the possibility of domain interactions that would further pinpoint specific individual need areas. Substantiation of any such interaction will require considerable analysis of field test data.

(3) In order to have a complete system of vocational education administrator staff development, the needs assessment process must be associated with potential administrator self improvement opportunities. Staff development activities available through higher education curricula and other delivery options will need to be identified. A comprehensive listing of opportunities should be made available to administrators participating in the needs assessment process.

(4) One of the goals of the project has been to identify school, district, or state vocational education administrator staff development needs as well as individual administrator needs. At this time, the capability of the needs assessment process to prescribe aggregate staff development needs has not been substantiated. This capability may require a shift in the method of data collection or compilation and should be investigated by further research.

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APPENDIX I

Membership of the Initial Vocational Education Administrator Needs Assessment Advisory Committee

Joseph A. Borgen, Vice President for Instruction, Des Moines Area Community College, Ankeny, Iowa.

Stanley Edin, Assistant Director, Staples Area Vocational Technical Institute, Staples, Minnesota.

Charles Harwood, Director, Rochester Area Vocational Institute, Rochester, Minnesota.

Edward Hill, Post Secondary Director, Hennepin County Area Vocational Technical Institute, Eden Prairie, Minnesota.

Ann Kitts, Coordinator of Vocational Education, Osseo Public Schools, Osseo, Minnesota.

Robert Madson, Coordinator and Assistant Director, Division of Vocational Technical Education, Minnesota Department of Education.

Roger Wenschlag, Secondary Vocational Director, Dakota County Secondary Cooperative Center, Rosemount, Minnesota.

APPENDIX II

Vocational Education Administrator
Needs Assessment Instruments

September, 1978

Minnesota Research and Development Center
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

STAFF DEVELOPMENT NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION ADMINISTRATORS

IMPORTANT—READ BEFORE YOU BEGIN

PURPOSE AND PROCEDURE

This needs assessment instrument has been assembled to identify the staff development needs of secondary and post-secondary vocational education administrators. It is not intended as an evaluation of total job performance, but rather a formative assessment of domains that have been identified as important to effective vocational education administration. The instrument is divided into three separate sections to provide useable, specific feedback to the individual. The domains which are assessed include (1) the content and scope of an administrator's knowledge base and its relation to his or her specific administrative position, (2) the administrator's operation in terms of general administrative/management procedures, and (3) the functioning of the administrator on specific vocational education administrative tasks. While these domains of vocational education administration have been separated for purposes of needs assessment clarification and identification, it is important to note that they are in no way viewed as mutually exclusive.

Although this instrument is designed as a *self-assessment* of vocational education administrator staff development needs, its effectiveness greatly increases when it is utilized with parallel comparative assessments by appropriate other individuals in the school's staff structure. Confidential feedback from the needs assessment will then allow a comparison of your self-perceptions with the perceptions of these individuals.

The parallel assessment forms looking at vocational education administrative knowledges and specific administrative tasks are usually best completed by supervisors or colleagues who are able to know and observe your position in its entirety. The accuracy of the parallel assessment will increase with the number of individuals supplying the completed forms. Three copies have been provided. In most cases, one copy would go to your immediate supervisor and the other two would be submitted to two other individuals you feel are capable of providing an accurate perspective on your position. It is understood that many vocational education administrators may have difficulty identifying three individuals who can accurately assess their position. Distribute the parallel forms *only* to individuals you feel are capable of providing an objective and meaningful parallel assessment. Data from the parallel forms will be returned to you only in aggregate format.

The parallel assessment forms looking at general administrative/managerial procedures are usually best completed by direct subordinates who are in close contact with you and your job responsibilities. Examples of these individuals would be program heads or department supervisors. Three copies of this form are provided.

The first step in utilizing this staff development instrument is to complete your self-assessment (gold form). Please follow all directions. Take special care to respond to every item.

As you progress through the sections, think about individuals who would be most capable of providing useful and accurate information in the parallel forms. The parallel forms are separated to facilitate presentation to the appropriate individuals. Parallel forms for Sections I and III are combined and go to chosen superordinates or colleagues (blue forms). Parallel forms for Section II go to three subordinates in your staff structure (green forms).

As you complete the self-assessment and assign the parallel forms, it is important to be as objective as possible. Useable feedback from this staff development instrument requires accurate and thoughtful completion of the sections. All completed forms are to be returned to the Minnesota Research and Development Center (MRDC) and will be handled as confidential. Personal needs assessment and aggregate parallel assessment data will be sent to you.

This instrument and procedure is *not* an evaluation of your effectiveness as an administrator. It *is* a procedure that can identify need areas that you may wish to include in your plan for continued professional growth. Aggregate data from this instrument and project reflecting state staff development needs will be compiled without reference to individual administrators or school systems. State department personnel will not have access to your data.

Code#_____

BACKGROUND INFORMATION

DIRECTIONS: Please check the appropriate box or fill in the requested response.

1. Administrative position title _____

2. Sex: __Male
__Female

3. What is your age category?
__under 25
__26 – 30
__31 – 35
__36 – 40
__41 – 45
__46 – 50
__51 – 55
__56 – 60
__over 60

4. Indicate your total years in vocational education *administration.*
__less than 1 year
__1 – 2 years
__3 – 4 years
__5 – 6 years
__7 – 8 years
__9 – 10 years
__more than 10 years

5. Indicate years of employment in your present position.
__less than 1 year
__1 – 2 years
__3 – 4 years
__5 – 6 years
__7 – 8 years
__9 – 10 years
__more than 10 years

6. Indicate your highest degree or diploma earned.
__None
__High School/G.E.D.
__Technical Diploma
__Associate's Degree
__Bachelor's Degree
__Master's Degree
__Doctor's Degree

7. Fill in your degree major as appropriate.
B.S. or B.A. _____
M.S. or M.A. _____
PhD. or EdD. _____

8. Indicate approximate college quarter credit hours beyond your highest degree.
__0 – 5
__6 – 10
__11 – 15
__16 – 20
__21 – 25
__26 – 30
__31 – 35
__36 – 40
__over 40

9. Indicate the type of vocational school at which you are presently employed.
__Area Vocational-Technical Institute
__Local Vocational District
__Secondary Vocational Center
__Other (list) _____

10. Fill in the *position titles* of individuals chosen to complete the parallel assessment forms. (You may want to fill in this item *after* you have completed your self-assessment form.)

Sections I and III: Administrative Knowledges and Administrative Tasks

A. _____
B. _____
C. _____
} Three superordinates or colleagues

Section II: General Administrative/Managerial Procedures

A _____
B. _____
C. _____
} Three subordinates

SECTION I: ADMINISTRATIVE KNOWLEDGE BASE

DIRECTIONS: The following list represents categories of knowledge which are believed to be necessary for effective functioning as a vocational education administrator. The knowledge categories are arranged under general organizational headings to facilitate feedback from the instrument. First, indicate your perception of the importance of the knowledge area to *your* administrative position by circling the appropriate response number in the left-hand column. The number "1" indicates "very low importance" to your position, and "7" indicates "very high importance" to your position. Second, indicate your *felt need to acquire more knowledge* in this area by circling the appropriate response in the right-hand column. The number "1" indicates "low" felt need to acquire more knowledge. See the sample item below.

	Importance to Your Administrative Position Low Moderate High	KNOWLEDGE AREA	Felt Need to Acquire More Knowledge Low Moderate High
Sample	1 2 3 4 5 (6) 7	A. Vocational psychology	1 2 3 (4) 5 6 7
		ADMINISTRATION AND MANAGEMENT	Low Moderate High
	1 2 3 4 5 6 7	1. Administration and management process	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	2. Administration and management systems theory	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	3. Personnel management and supervision	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	4. Leadership and management styles	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	5. Time management systems	1 2 3 4 5 6 7
		PUBLIC EDUCATION PHILOSOPHY	
	1 2 3 4 5 6 7	6. Social foundations of education	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	7. Politics of education	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	8. Values and ethics in education	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	9. Ethnic/sex stereotyping	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	10. Social, psychological, and economical patterns of special groups	1 2 3 4 5 6 7
		VOCATIONAL EDUCATION	
	1 2 3 4 5 6 7	11. Vocational psychology	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	12. Vocational guidance	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	13. History and philosophy of vocational education	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	14. Manpower development programs	1 2 3 4 5 6 7
		PUBLIC SCHOOL RULES AND REGULATIONS	
	1 2 3 4 5 6 7	15. Public school finance and economics	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	16. School law and regulations	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	17. Business procedures and accounting systems	1 2 3 4 5 6 7
		EDUCATIONAL PSYCHOLOGY AND METHODS	
	1 2 3 4 5 6 7	18. Curriculum development theory	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	19. Learning theory	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	20. Teaching methods	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	21. Instructional systems	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	22. Facilitating change in an institution	1 2 3 4 5 6 7
		PUBLIC AND STAFF RELATIONS	
	1 2 3 4 5 6 7	23. Formal communication processes	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	24. Group dynamics	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	25. Interpersonal communication	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	26. School-community relations	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	27. Labor relations and contract management	1 2 3 4 5 6 7
		INFORMATION INTERPRETATION AND RESEARCH	
	1 2 3 4 5 6 7	28. Measurement and statistics	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	29. Research procedure and design	1 2 3 4 5 6 7
	1 2 3 4 5 6 7	30. Management information systems	1 2 3 4 5 6 7

SECTION II: GENERAL ADMINISTRATIVE/MANAGEMENT PROCEDURES

DIRECTIONS: This section deals with how you function in broad, comprehensive areas of administrative/managerial responsibility. Seven general administrative skill areas have been identified that influence the completion of a wide range of administrative tasks. Each area is divided into more specific operational statements. Indicate how often the operation is utilized as you work in the respective area by circling the appropriate number on the scale. The number "1" indicates the operation is "never practiced", and "7" indicates the operation is "always practiced". See the sample item below.

	Operation Utilized
Sample	Never Often Always
When involved in EVALUATING, I: involve staff in the evaluation process.	1 2 3 4 (5) 6 7

	Never Often Always
When involved in DECISION MAKING, I:	
1. identify the purposes and/or goals served by a particular decision.	1 2 3 4 5 6 7
2. assemble facts, opinions, and ideas important to the decision.	1 2 3 4 5 6 7
3. formulate a viable list of alternatives and objectively consider them.	1 2 3 4 5 6 7
4. select the most promising and appropriate alternative.	1 2 3 4 5 6 7
When working in an ORGANIZING capacity, I:	
5. provide for an organizational structure appropriate to the situation.	1 2 3 4 5 6 7
6. monitor the effectiveness of an organizational structure in serving its situation.	1 2 3 4 5 6 7
7. recognize and utilize the total system of informal organizational structures in the district.	1 2 3 4 5 6 7
8. recognize and utilize the total system of formal organizational structures in the district.	1 2 3 4 5 6 7
9. establish priorities and appropriately allocate time.	1 2 3 4 5 6 7
When involved in PLANNING, I:	
10. define and clarify purpose and scope of the operation.	1 2 3 4 5 6 7
11. investigate and address factors affecting the achievement of purposes.	1 2 3 4 5 6 7
12. analyze and forecast effects of possible courses of action on achievement of purposes.	1 2 3 4 5 6 7
13. effectively utilize available staff input.	1 2 3 4 5 6 7
14. formally design a plan consistent with the defined purposes and scope of the operation.	1 2 3 4 5 6 7
In the process of COMMUNICATING, I:	
15. establish and maintain a sufficient range of communication channels.	1 2 3 4 5 6 7
16. clearly communicate ideas and assignments.	1 2 3 4 5 6 7
17. provide for staff awareness of the school's operation.	1 2 3 4 5 6 7
18. solicit and give prompt attention to staff ideas and concerns.	1 2 3 4 5 6 7
19. react to people with a positive regard for each individual.	1 2 3 4 5 6 7
20. am consistently approachable, considerate, and courteous.	1 2 3 4 5 6 7
When DELEGATING assignments and responsibility, I:	
21. delegate tasks in a fair and objective manner consistent with organizational needs.	1 2 3 4 5 6 7
22. assign task responsibility to the most appropriate staff member.	1 2 3 4 5 6 7
23. delegate tasks with the specification of expected outcomes.	1 2 3 4 5 6 7
24. delegate tasks with the authority necessary for completion.	1 2 3 4 5 6 7
25. delegate tasks with a provision for feedback concerning quality and completion.	1 2 3 4 5 6 7
In the process of INFLUENCING, I:	
26. utilize the authority of my position to facilitate rather than impede organizational and staff goals.	1 2 3 4 5 6 7
27. provide for cooperative staff participation in the development of policies and plans.	1 2 3 4 5 6 7
28. effectively encourage stimulating and creative thought.	1 2 3 4 5 6 7
29. utilize the authority of my position in a consistent manner.	1 2 3 4 5 6 7
30. support appropriate subordinate decisions.	1 2 3 4 5 6 7
31. tactfully mediate and arbitrate conflicts.	1 2 3 4 5 6 7
When involved with EVALUATING, I:	
32. appropriately select, define, and delineate the activity or program being evaluated.	1 2 3 4 5 6 7
33. utilize appropriate evaluation measures and techniques.	1 2 3 4 5 6 7
34. objectively collect data on identified criteria or assumptions.	1 2 3 4 5 6 7
35. involve staff in the evaluation process.	1 2 3 4 5 6 7
36. use evaluation procedures that are consistent with local, state, and federal policies.	1 2 3 4 5 6 7
37. draw conclusions from analysis and interpretation of pertinent data.	1 2 3 4 5 6 7

SECTION III: VOCATIONAL EDUCATION ADMINISTRATION TASKS

DIRECTIONS: The following list represents tasks common to effective functioning in vocational education administration. The tasks are arranged under general headings of administrative responsibility. First, indicate whether you feel the task is contained within your job responsibility by circling "Y" for Yes; "N" for No; or if the task is within your job responsibility but mostly delegated to other staff members, circle "D". Second, if you circled either "Y" or "D" for a task, proceed to the column located on the right and indicate your need to improve on this task or the effective delegation of this task. The number "1" indicates "low need to improve" and "7" indicates "high need to improve". If you circled "N" for a task, go on to the next item. See the sample items below.

Sample	Task Within Your Job Responsibility? Yes	No	Delegated	TASKS	Need to Improve (Low 1 2 3 4 5 6 7 High)
	(Y)	N	D	A. Prepare busing schedules.	1 2 3 4 (5) 6 7
	Y	N	(D)	B. Coordinate athletic activities.	1 2 (3) 4 5 6 7
	Y	(N)	D	C. Prepare a course offering master schedule.	1 2 3 4 5 6 7
				PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION	Low Moderate High
	Y	N	D	1. Collect and analyze manpower needs assessment data.	1 2 3 4 5 6 7
	Y	N	D	2. Interpret and apply state and/or federal vocational education legislation.	1 2 3 4 5 6 7
	Y	N	D	3. Utilize federal, state, and district resources in program development and operation.	1 2 3 4 5 6 7
	Y	N	D	4. Develop overall vocational program goals.	1 2 3 4 5 6 7
	Y	N	D	5. Prepare annual and long-range program plans.	1 2 3 4 5 6 7
	Y	N	D	6. Prepare and recommend program policies to the administration and board.	1 2 3 4 5 6 7
	Y	N	D	7. Implement local board and administrative policies.	1 2 3 4 5 6 7
	Y	N	D	8. Design and implement a local program evaluation system.	1 2 3 4 5 6 7
	Y	N	D	9. Write proposals for the funding of new programs and improvement of existing programs.	1 2 3 4 5 6 7
	Y	N	D	10. Coordinate local demonstration, pilot, and exemplary programs.	1 2 3 4 5 6 7
	Y	N	D	11. Conduct local research studies and utilize results in program improvement.	1 2 3 4 5 6 7
				CURRICULUM AND INSTRUCTIONAL MANAGEMENT	
	Y	N	D	12. Establish and monitor instructional program entry and completion requirements.	1 2 3 4 5 6 7
	Y	N	D	13. Coordinate the establishment and enforcement of student rules and policies.	1 2 3 4 5 6 7
	Y	N	D	14. Design and monitor student progress reporting procedures.	1 2 3 4 5 6 7
	Y	N	D	15. Establish and implement a curriculum that will achieve the school's instructional goals.	1 2 3 4 5 6 7
	Y	N	D	16. Prepare a master schedule of course offerings.	1 2 3 4 5 6 7
	Y	N	D	17. Guide staff in selecting and using effective instructional strategies.	1 2 3 4 5 6 7
	Y	N	D	18. Integrate vocational student organization activities into the instructional program.	1 2 3 4 5 6 7
	Y	N	D	19. Integrate cooperative education programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	20. Integrate supplemental/remedial programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	21. Integrate special needs programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	22. Integrate adult/continuing education programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	23. Utilize community resources in curriculum development.	1 2 3 4 5 6 7
	Y	N	D	24. Coordinate the articulation of secondary and post-secondary vocational programs.	1 2 3 4 5 6 7
	Y	N	D	25. Monitor and approve selection of instructional equipment and materials.	1 2 3 4 5 6 7
				STUDENT SERVICES	
	Y	N	D	26. Supervise student recruitment and admission services.	1 2 3 4 5 6 7
	Y	N	D	27. Arrange for and monitor student financial aid programs.	1 2 3 4 5 6 7
	Y	N	D	28. Monitor student guidance and testing services.	1 2 3 4 5 6 7
	Y	N	D	29. Monitor student job placement and follow up services.	
	Y	N	D	30. Monitor extra curricular activities.	1 2 3 4 5 6 7
	Y	N	D	31. Provide for a student record-keeping system.	1 2 3 4 5 6 7
	Y	N	D	32. Interpret and apply staff employment laws and regulations.	1 2 3 4 5 6 7
				PERSONNEL MANAGEMENT	
	Y	N	D	33. Develop, recommend, and communicate personnel policies.	1 2 3 4 5 6 7
	Y	N	D	34. Determine program staffing requirements and establish recruitment procedures.	1 2 3 4 5 6 7
	Y	N	D	35. Participate in negotiating staff working agreements.	1 2 3 4 5 6 7
	Y	N	D	36. Establish and implement staff grievance procedures.	1 2 3 4 5 6 7
	Y	N	D	37. Interpret and implement the staff working agreement.	1 2 3 4 5 6 7
	Y	N	D	38. Schedule staff work loads, leaves, vacations, and sabbaticals.	1 2 3 4 5 6 7
	Y	N	D	39. Supervise the work of teachers and other school personnel.	1 2 3 4 5 6 7
	Y	N	D	40. Maintain a staff record-keeping system.	1 2 3 4 5 6 7
	Y	N	D	41. Maintain staff communication via meetings, bulletins, and other communications.	1 2 3 4 5 6 7
	Y	N	D	42. Provide guidance to staff on legal matters affecting the school program.	1 2 3 4 5 6 7
	Y	N	D	43. Provide an evaluation system for staff performance and recommend staff promotions and dismissals.	1 2 3 4 5 6 7
	Y	N	D	44. Interpret and apply staff employment laws and regulations.	1 2 3 4 5 6 7

Task Within Your Job Responsibility? Yes	No	Delegated	TASKS	Need to Improve Low Moderate High
			STAFF DEVELOPMENT	
Y	N	D	45. Assess staff development needs.	1 2 3 4 5 6 7
Y	N	D	46. Provide for the communication of assessed needs to individual staff members.	1 2 3 4 5 6 7
Y	N	D	47. Conduct and/or arrange for staff development in-service programs.	1 2 3 4 5 6 7
Y	N	D	48. Provide and monitor pre-service programs for professional personnel.	1 2 3 4 5 6 7
Y	N	D	49. Evaluate staff development programs.	1 2 3 4 5 6 7
			PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT	
Y	N	D	50. Develop and maintain a professional relationship with other administrators and state department staff.	1 2 3 4 5 6 7
Y	N	D	51. Participate in professional organizations.	1 2 3 4 5 6 7
Y	N	D	52. Participate in the development of vocational education legislation and the state plan.	1 2 3 4 5 6 7
Y	N	D	53. Represent teacher interests and concerns to other administrators and the board.	1 2 3 4 5 6 7
Y	N	D	54. Use and contribute to professional literature.	1 2 3 4 5 6 7
Y	N	D	55. Develop a plan for promoting good public relations.	1 2 3 4 5 6 7
Y	N	D	56. Prepare and recommend public relations and communication policies.	1 2 3 4 5 6 7
Y	N	D	57. Develop a procedure to coordinate the use of advisory committees.	1 2 3 4 5 6 7
Y	N	D	58. Participate in community organizations.	1 2 3 4 5 6 7
Y	N	D	59. Meet and confer with individuals about vocational programs.	1 2 3 4 5 6 7
Y	N	D	60. Promote parent and teacher groups.	1 2 3 4 5 6 7
Y	N	D	61. Develop and present information and promotional materials/programs.	1 2 3 4 5 6 7
Y	N	D	62. Conduct an alumni relations program.	1 2 3 4 5 6 7
Y	N	D	63. Secure and evaluate information feedback about vocational programs.	1 2 3 4 5 6 7
Y	N	D	64. Evaluate the school's public relations program.	1 2 3 4 5 6 7
			FACILITIES AND EQUIPMENT MANAGEMENT	
Y	N	D	65. Determine the facilities needed, space and condition.	1 2 3 4 5 6 7
Y	N	D	66. Recommend specifications for facilities and equipment.	1 2 3 4 5 6 7
Y	N	D	67. Analyze bids and contracts and recommend board action.	1 2 3 4 5 6 7
Y	N	D	68. Conduct land and facility feasibility studies and recommend alternatives.	1 2 3 4 5 6 7
Y	N	D	69. Recommend appropriate architects and supervise architectural work.	1 2 3 4 5 6 7
Y	N	D	70. Develop and utilize a comprehensive safety program.	1 2 3 4 5 6 7
Y	N	D	71. Develop and implement an equipment and supply inventory system.	1 2 3 4 5 6 7
Y	N	D	72. Establish a maintenance program for equipment, facilities, and grounds.	1 2 3 4 5 6 7
Y	N	D	73. Develop and supervise procedures for community use of facilities.	1 2 3 4 5 6 7
Y	N	D	74. Develop and operate a building security program.	1 2 3 4 5 6 7
			BUSINESS AND FINANCIAL MANAGEMENT	
Y	N	D	75. Prepare and recommend financial policies.	1 2 3 4 5 6 7
Y	N	D	76. Adapt an appropriate financial accounting system.	1 2 3 4 5 6 7
Y	N	D	77. Prepare and regulate cooperation, program, and capital improvement budget.	1 2 3 4 5 6 7
Y	N	D	78. Establish procedures for purchases, payments, investments, receiving and shipping, requisitions, fees collections, etc.	1 2 3 4 5 6 7
Y	N	D	79. Analyze the cost of operating programs and services.	1 2 3 4 5 6 7
Y	N	D	80. Locate and procure sources of funds for program development and operation.	1 2 3 4 5 6 7
Y	N	D	81. Determine and obtain appropriate insurance coverage.	1 2 3 4 5 6 7
Y	N	D	82. Present levies and bond issues to voters.	1 2 3 4 5 6 7
Y	N	D	83. Prepare local, state, and federal reports.	1 2 3 4 5 6 7
			AUXILIARY SERVICES MANAGEMENT	
Y	N	D	84. Arrange for student transportation services.	1 2 3 4 5 6 7
Y	N	D	85. Oversee school food services.	1 2 3 4 5 6 7
Y	N	D	86. Arrange for school health services.	1 2 3 4 5 6 7

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September, 1978

Minnesota Research and Development Center
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

STAFF DEVELOPMENT NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION ADMINISTRATORS

SUPERORDINATE OR COLLEAGUE PARALLEL FORMS:

SECTION I–VOCATIONAL EDUCATION ADMINISTRATIVE POSITION KNOWLEDGE BASE
SECTION III–ADMINISTRATOR TASKS

IMPORTANT – READ BEFORE YOU BEGIN

PURPOSE AND PROCEDURE

You are being asked to participate in a staff development needs assessment for an administrator in your school system. The purpose of this needs assessment process is to assist the administrator in effectively formulating a personal professional development plan. The needs assessment instruments look at the administrator and his/her position from a number of perspectives considered important to effective vocational education administration. The administrator who gave you these materials has already completed a self-assessment. The second step in this needs assessment process is to obtain parallel comparative assessments by appropriate other individuals.

As superordinate or colleague to the administrator, you are in a position to offer a unique comparative assessment from two perspectives. The first is your perception of the importance of a set of knowledges to the specific *administrative position.* The second is *your perception* of the *administrator's* need to improve in terms of specific administrative tasks. Aggregate data from these parallel assessments will allow the administrator to look at the congruence of self-perception with those compiled from appropriate other individuals.

Please complete the attached parallel assessment form by following all directions carefully. *Leave no items blank.* Try to be as objective and unbiased as possible so that the administrator will receive as accurate a parallel assessment as possible. Note that these instruments and procedure are *not* intended as an *evaluation* of the total effectiveness of an administrator. The purpose of the needs assessment process is to identify need areas that the administrator may wish to include in his/her plan for continued professional growth. All forms of this needs assessment are considered confidential. Use the attached envelope to return the completed form to the Minnesota Research and Development Center (MRDC).

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Code # _____

Administrative Position Title _____

SUPERORDINATE OR COLLEAGUE PARALLEL FORM:
SECTION I- VOCATIONAL EDUCATION ADMINISTRATIVE POSITION KNOWLEDGE BASE

DIRECTIONS: The following list represents categories of knowledge which are necessary for functioning in a wide range of vocational education administrator positions. The knowledge categories are arranged under general organizational headings to facilitate feedback from the instrument. Indicate your perception of the *importance of the knowledge area to the administrative position* being examined by circling the appropriate number on the scale. The number "1" indicates "very low importance" to the position, and "7" indicates "very high importance" to the position. See the sample item below.

	KNOWLEDGE AREA	Importance to the Administrative Position Low Moderate High
Sample	A. Vocational psychology	1 2 3 (4) 5 6 7

KNOWLEDGE AREA	Low Moderate High
ADMINISTRATIVE MANAGEMENT	
1. Administration and management process	1 2 3 4 5 6 7
2. Administration and management systems theory	1 2 3 4 5 6 7
3. Personnel management and supervision	1 2 3 4 5 6 7
4. Leadership and management styles	1 2 3 4 5 6 7
5. Time management systems	1 2 3 4 5 6 7
PUBLIC EDUCATION PHILOSOPHY	
6. Social foundations of education	1 2 3 4 5 6 7
7. Politics of education	1 2 3 4 5 6 7
8. Values and ethics in education	1 2 3 4 5 6 7
9. Ethnic/sex stereotyping	1 2 3 4 5 6 7
10. Social, psychological, and economical patterns of special groups	1 2 3 4 5 6 7
VOCATIONAL EDUCATION	
11. Vocational psychology	1 2 3 4 5 6 7
12. Vocational guidance	1 2 3 4 5 6 7
13. History and philosophy of vocational education	1 2 3 4 5 6 7
14. Manpower development programs	1 2 3 4 5 6 7
PUBLIC SCHOOL RULES AND REGULATIONS	
15. Public school finance and economics	1 2 3 4 5 6 7
16. School law and regulations	1 2 3 4 5 6 7
17. Business procedures and accounting systems	1 2 3 4 5 6 7
EDUCATIONAL PSYCHOLOGY AND METHODS	
18. Curriculum development theory	1 2 3 4 5 6 7
19. Learning theory	1 2 3 4 5 6 7
20. Teaching methods	1 2 3 4 5 6 7
21. Instructional systems	1 2 3 4 5 6 7
22. Facilitating change in an institution	1 2 3 4 5 6 7
PUBLIC AND STAFF RELATIONS	
23. Formal communication processes	1 2 3 4 5 6 7
24. Group dynamics	1 2 3 4 5 6 7
25. Interpersonal communication	1 2 3 4 5 6 7
26. School-community relations	1 2 3 4 5 6 7
27. Labor relations and contract management	1 2 3 4 5 6 7
INFORMATION INTERPRETATION AND RESEARCH	
28. Measurement and statistics	1 2 3 4 5 6 7
29. Research procedure and design	1 2 3 4 5 6 7
30. Management information systems	1 2 3 4 5 6 7

SUPERORDINATE OR COLLEAGUE PARALLEL FORM:
SECTION III--VOCATIONAL EDUCATION ADMINISTRATOR TASKS

DIRECTIONS: The following list represents tasks common to effective vocational education administration. The tasks are arranged under general headings of administrative responsibility. First, indicate whether you feel the task is contained within the administrator's job responsibility by circling "Y" for Yes; "N" for No; or if the task is within the administrator's job responsibility but should primarily be delegated to other staff members, circle "D". Second, if you circled "Y" or "D" for a task, proceed to the column on the right and indicate your perception of the administrator's need to improve on this task or the effective delegation of this task. The number "1" indicates "low need to improve", and "7" indicates "high need to improve". If you circled "N" for a task, go on to the next item. See the sample items below.

	Task Within the Administrator's Job Responsibility?			TASKS	Need to Improve
	Yes	No	Delegated		Low Moderate High
Sample	(Y)	N	D	A. Prepares busing schedules.	1 2 3 (4) 5 6 7
	Y	N	(D)	B. Coordinates athletic activities.	1 (2) 3 4 5 6 7
	Y	(N)	D	C. Prepares a course offering master schedule.	1 2 3 4 5 6 7
					Low Moderate High
				PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION	
	Y	N	D	1. Collects and analyzes manpower needs assessment data.	1 2 3 4 5 6 7
	Y	N	D	2. Interprets and applies state and/or federal vocational education legislation.	1 2 3 4 5 6 7
	Y	N	D	3. Utilizes federal, state, and district resources in program development and operation.	1 2 3 4 5 6 7
	Y	N	D	4. Develops overall vocational program goals.	1 2 3 4 5 6 7
	Y	N	D	5. Prepares annual and long-range program plans.	1 2 3 4 5 6 7
	Y	N	D	6. Prepares and recommends program policies to the administration and board.	1 2 3 4 5 6 7
	Y	N	D	7. Implements local board and administrative policies.	1 2 3 4 5 6 7
	Y	N	D	8. Designs and implements a local program evaluation system.	1 2 3 4 5 6 7
	Y	N	D	9. Writes proposals for the funding of new programs and improvement of existing programs.	1 2 3 4 5 6 7
	Y	N	D	10. Coordinates local demonstration, pilot, and exemplary programs.	1 2 3 4 5 6 7
	Y	N	D	11. Conducts local research studies, and utilizes results in program improvement.	1 2 3 4 5 6 7
				CURRICULUM AND INSTRUCTIONAL MANAGEMENT	
	Y	N	D	12. Establishes and monitors instructional program entry and completion requirements.	1 2 3 4 5 6 7
	Y	N	D	13. Coordinates the establishment and enforcement of student rules and policies.	1 2 3 4 5 6 7
	Y	N	D	14. Designs and monitors student progress reporting procedures.	1 2 3 4 5 6 7
	Y	N	D	15. Establishes and implements a curriculum that will achieve the school's instructional goals.	1 2 3 4 5 6 7
	Y	N	D	16. Prepares a master schedule of course offerings.	1 2 3 4 5 6 7
	Y	N	D	17. Guides staff in selecting and using effective instructional strategies.	1 2 3 4 5 6 7
	Y	N	D	18. Integrates vocational student organization activities into the instructional program.	1 2 3 4 5 6 7
	Y	N	D	19. Integrates cooperative education programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	20. Integrates supplemental/remedial programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	21. Integrates special needs programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	22. Integrates adult/continuing education programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	23. Utilizes community resources in curriculum development.	1 2 3 4 5 6 7
	Y	N	D	24. Coordinates the articulation of secondary and post-secondary vocational programs.	1 2 3 4 5 6 7
	Y	N	D	25. Monitors and approves selection of instructional equipment and materials.	1 2 3 4 5 6 7
				STUDENT SERVICES	
	Y	N	D	26. Supervises student recruitment and admission services.	1 2 3 4 5 6 7
	Y	N	D	27. Arranges for and monitors student financial aid programs.	1 2 3 4 5 6 7
	Y	N	D	28. Monitors student guidance and testing services.	1 2 3 4 5 6 7
	Y	N	D	29. Monitors student job placement and follow-up services.	1 2 3 4 5 6 7
	Y	N	D	30. Monitors extra curricular activities.	1 2 3 4 5 6 7
	Y	N	D	31. Provides for a student record-keeping system.	1 2 3 4 5 6 7
	Y	N	D	32. Interprets and applies student rights laws and regulations.	1 2 3 4 5 6 7
				PERSONNEL MANAGEMENT	
	Y	N	D	33. Develops, recommends, and communicates personnel policies.	1 2 3 4 5 6 7
	Y	N	D	34. Determines program staffing requirements and establishes recruitment procedures.	1 2 3 4 5 6 7
	Y	N	D	35. Participates in negotiating staff working agreements.	1 2 3 4 5 6 7
	Y	N	D	36. Establishes and implements staff grievance procedures.	1 2 3 4 5 6 7

(OVER)

Task Within the Administrator's Job Responsibility? Yes	No	Delegated	TASKS	Need to Improve Low Moderate High
Y	N	D	37. Interprets and implements the staff working agreement.	1 2 3 4 5 6 7
Y	N	D	38. Schedules staff work loads, leaves, vacations, and sabbaticals.	1 2 3 4 5 6 7
Y	N	D	39. Supervises the work of teachers and other school personnel.	1 2 3 4 5 6 7
Y	N	D	40. Maintains a staff record-keeping system.	1 2 3 4 5 6 7
Y	N	D	41. Maintains staff communication via meetings, bulletins, and other communications.	1 2 3 4 5 6 7
Y	N	D	42. Provides guidance to staff on legal matters affecting the school program.	1 2 3 4 5 6 7
Y	N	D	43. Provides an evaluation system for staff performance and recommends staff promotions and dismissals.	1 2 3 4 5 6 7
Y	N	D	44. Interprets and applies staff employment laws and regulations.	1 2 3 4 5 6 7
			STAFF DEVELOPMENT	
Y	N	D	45. Assesses staff development needs.	1 2 3 4 5 6 7
Y	N	D	46. Provides for the communication of assessed needs to individual staff members.	1 2 3 4 5 6 7
Y	N	D	47. Conducts and/or arranges for staff development in-service programs.	1 2 3 4 5 6 7
Y	N	D	48. Provides and monitors pre-service programs for professional personnel.	1 2 3 4 5 6 7
Y	N	D	49. Evaluates staff development programs.	1 2 3 4 5 6 7
			PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT	
Y	N	D	50. Develops and maintains professional relationships with other administrators and state department staff.	1 2 3 4 5 6 7
Y	N	D	51. Participates in professional organizations.	1 2 3 4 5 6 7
Y	N	D	52. Participates in the development of vocational education legislation and the state plan.	1 2 3 4 5 6 7
Y	N	D	53. Represents teacher interests and concerns to other administrators and the board.	1 2 3 4 5 6 7
Y	N	D	54. Uses and contributes to professional literature.	1 2 3 4 5 6 7
Y	N	D	55. Develops a plan for promoting good public relations.	1 2 3 4 5 6 7
Y	N	D	56. Prepares and recommends public relations and communication policies.	1 2 3 4 5 6 7
Y	N	D	57. Develops a procedure to coordinate the use of advisory committees.	1 2 3 4 5 6 7
Y	N	D	58. Participates in community organizations.	1 2 3 4 5 6 7
Y	N	D	59. Meets and confers with individuals about vocational programs.	1 2 3 4 5 6 7
Y	N	D	60. Promotes parent and teacher groups.	1 2 3 4 5 6 7
Y	N	D	61. Develops and presents information and promotional materials/programs.	1 2 3 4 5 6 7
Y	N	D	62. Conducts an alumni relations program.	1 2 3 4 5 6 7
Y	N	D	63. Secures and evaluates information feedback about vocational programs.	1 2 3 4 5 6 7
Y	N	D	64. Evaluates the school's public relations program.	1 2 3 4 5 6 7
			FACILITIES AND EQUIPMENT MANAGEMENT	
Y	N	D	65. Determines the facilities needed, space, and condition.	1 2 3 4 5 6 7
Y	N	D	66. Recommends specifications for facilities and equipment.	1 2 3 4 5 6 7
Y	N	D	67. Analyzes bids and contracts and recommends board action.	1 2 3 4 5 6 7
Y	N	D	68. Conducts land and facility feasibility studies and recommends alternatives.	1 2 3 4 5 6 7
Y	N	D	69. Recommends appropriate architects and supervises architectural work.	1 2 3 4 5 6 7
Y	N	D	70. Develops and utilizes a comprehensive safety program.	1 2 3 4 5 6 7
Y	N	D	71. Develops and implements an equipment and supply inventory system.	1 2 3 4 5 6 7
Y	N	D	72. Establishes a maintenance program for equipment, facilities, and grounds.	1 2 3 4 5 6 7
Y	N	D	73. Develops and supervises procedures for community use of facilities.	1 2 3 4 5 6 7
Y	N	D	74. Develops and operates a building security program.	1 2 3 4 5 6 7
			BUSINESS AND FINANCIAL MANAGEMENT	
Y	N	D	75. Prepares and recommends financial policies.	1 2 3 4 5 6 7
Y	N	D	76. Adapts an appropriate financial accounting system.	1 2 3 4 5 6 7
Y	N	D	77. Prepares and regulates operational, program, and capital improvement budget.	1 2 3 4 5 6 7
Y	N	D	78. Establishes procedures for purchases, payments, investments, receiving and shipping, requisitions, fees collections, etc.	1 2 3 4 5 6 7
Y	N	D	79. Analyzes the cost of operating programs and services.	1 2 3 4 5 6 7
Y	N	D	80. Locates and procures sources of funds for program development and operation.	1 2 3 4 5 6 7
Y	N	D	81. Determines and obtains appropriate insurance coverage.	1 2 3 4 5 6 7
Y	N	D	82. Presents levies and bond issues to voters.	1 2 3 4 5 6 7
Y	N	D	83. Prepares local, state, and federal reports.	1 2 3 4 5 6 7
			AUXILIARY SERVICES MANAGEMENT	
Y	N	D	84. Arranges for student transportation services.	1 2 3 4 5 6 7
Y	N	D	85. Oversees school food services.	1 2 3 4 5 6 7
Y	N	D	86. Arranges for school health services.	1 2 3 4 5 6 7

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Minnesota Research and Development Center
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

September, 1978

STAFF DEVELOPMENT NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION ADMINISTRATORS

PARALLEL FORM :
SECTION II–GENERAL ADMINISTRATIVE/MANAGERIAL COMPETENCIES

IMPORTANT -- READ BEFORE YOU BEGIN

PURPOSE AND PROCEDURES

You are being asked to participate in a staff development needs assessment for an administrator in your school system. The administrator who gave you this form has already completed a self-assessment. The staff development needs assessment looks at administrative functioning from a number of perspectives considered important to effective vocational education administration. One of these perspectives is the administrator's operating in what are called general administrative/managerial procedures. Examining these procedures provides a utility index of the individual's general administrative skills and style.

You and two other staff members have been asked to provide a comparative parallel assessment of your administrator because your position allows direct observation of many of his or her administrative responsibilities. *The compiled average rating* from the three parallel assessments will be returned to the administrator. This parallel assessment rating is designed to allow the administrator to compare self perceptions with those of other individuals. The purpose of this needs assessment is to assist the administrator in effectively formulating a personal professional development plan.

Please complete the parallel assessment form by following all directions carefully. *Leave no items blank.* Try to be as objective and unbiased as possible so that the administrator will receive as accurate a parallel assessment as possible. All forms are considered confidential. Use the attached envelope to return the completed form to the Minnesota Research and Development Center (MRDC).

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Code #_____

Administrative Position Title _____

PARALLEL FORM:
SECTION II--GENERAL ADMINISTRATIVE/MANAGERIAL COMPETENCIES

DIRECTIONS: This section deals with how an administrator functions in broad, comprehensive areas of administrative/managerial responsibility. Seven general administrative skill areas have been identified and are thought to influence the completion of a wide range of administrative tasks. Each area is divided into more specific operational statements. Indicate how often you feel the administrator utilizes the operation as he/she works in the respective area by circling the appropriate number on the scale. The number "1" indicates "never" and "7" indicates "always". See the sample item below.

	Operation Utilized
Sample	Never Often Always
When involved in EVALUATING, the administrator:	
involves effected individuals in the evaluation process.	1 2 (3) 4 5 6 7

	Never Often Always
When involved in DECISION MAKING, the administrator:	
1. identifies the purposes and/or goals served by a particular decision.	1 2 3 4 5 6 7
2. assembles facts, opinions and ideas important to the decision.	1 2 3 4 5 6 7
3. formulates a viable list of alternatives and objectively considers them.	1 2 3 4 5 6 7
4. objectively selects the most promising and appropriate alternatives.	1 2 3 4 5 6 7
When working in an ORGANIZING capacity, the administrator:	
5. provides for an organizational structure appropriate to the situation.	1 2 3 4 5 6 7
6. monitors the effectiveness of an organizational structure in serving its situation.	1 2 3 4 5 6 7
7. recognizes and utilizes the total system of formal organizational structures in the district.	1 2 3 4 5 6 7
8. recognizes and utilizes the total system of informal organizational structures in the district.	1 2 3 4 5 6 7
9. establishes priorities and appropriately allocates time.	1 2 3 4 5 6 7
When involved in PLANNING, the administrator:	
10. defines and clarifies purpose and scope of the operation.	1 2 3 4 5 6 7
11. investigates and addresses factors affecting the achievement of purposes.	1 2 3 4 5 6 7
12. analyzes and forecasts effects of possible courses of action on achievement of purpose.	1 2 3 4 5 6 7
13. effectively utilizes available staff input.	1 2 3 4 5 6 7
14. formally designs a plan consistent with the defined purposes and scope of the operation.	1 2 3 4 5 6 7
In the process of COMMUNICATING, the administrator:	
15. establishes and maintains a sufficient range of communication channels.	1 2 3 4 5 6 7
16. clearly communicates ideas and assignments.	1 2 3 4 5 6 7
17. provides for staff awareness of the school's operation.	1 2 3 4 5 6 7
18. solicits and gives prompt attention to staff ideas and concerns.	1 2 3 4 5 6 7
19. reacts to people with a positive regard for each individual.	1 2 3 4 5 6 7
20. is consistently approachable, accessible, considerate, and courteous.	1 2 3 4 5 6 7
When DELEGATING assignments and responsibility, the administrator:	
21. delegates tasks in a fair and objective manner consistent with organizational needs.	1 2 3 4 5 6 7
22. assigns task responsibility to the most appropriate staff member.	1 2 3 4 5 6 7
23. delegates tasks with communication of expected outcomes.	1 2 3 4 5 6 7
24. delegates tasks with the authority necessary for completion.	1 2 3 4 5 6 7
25. delegates tasks with a provision for feedback concerning quality and completion.	1 2 3 4 5 6 7
In the process of INFLUENCING, the administrator:	
26. utilizes the authority of the position to facilitate rather than impede organizational and staff goals.	1 2 3 4 5 6 7
27. provides for cooperative staff participation in the development of policies and plans.	1 2 3 4 5 6 7
28. effectively encourages stimulating and creative thought.	1 2 3 4 5 6 7
29. utilizes the authority of the position in a consistent manner.	1 2 3 4 5 6 7
30. supports appropriate subordinate decisions.	1 2 3 4 5 6 7
31. tactfully mediates and arbitrates conflicts.	1 2 3 4 5 6 7
When involved with EVALUATING, the administrator:	
32. appropriately selects, defines and delineates the activity or program being evaluated.	1 2 3 4 5 6 7
33. utilizes appropriate evaluation measures and techniques.	1 2 3 4 5 6 7
34. objectively collects data on identified criteria or assumptions.	1 2 3 4 5 6 7
35. involves affected individuals in the evaluation process.	1 2 3 4 5 6 7
36. uses evaluation procedures that are consistent with local, state, and federal policies.	1 2 3 4 5 6 7
37. draws conclusions from analysis and interpretation of pertinent data.	1 2 3 4 5 6 7

APPENDIX III

Membership of the Second Vocational
Education Administrator Needs Assessment
Advisory Committee

Ronald Erpelding, Director, Glacial Ridge Cooperative Center, Area Vocational Technical Institute, Willmar, Minnesota.

Charles Harwood, Director, Rochester Area Vocational Technical Institute, Rochester, Minnesota.

Cliff Helling, Director of Vocational Education, Robbinsdale Public Schools, New Hope, Minnesota.

Carl Montzka, Vocational Director, South Central Vocational Cooperative Center, Blue Earth, Minnesota.

Harry Nysather, Director, Brainerd Area Vocational Technical Institute, Brainerd, Minnesota.

Chris Schlegal, Director, 916 Area Vocational Technical Institute, St. Paul, Minnesota.

APPENDIX IV

Feedback From Your Staff Development Needs Assessment Instruments
(Pilot Test Format)*

Introduction

The needs assessment instruments you and your associates completed were developed to identify staff development needs of secondary and post-secondary vocational education administrators. The instruments were designed to provide an assessment of three domains that have been identified as important to effective vocational education administration: (1) the content and scope of an administrator's knowledge base and its relation to his or her specific administrative position, (2) the administrator's operation in terms of general administrative/management procedures, and (3) the functioning of the administrator on specific vocational education administrative tasks.

As a planned process of experience and education, staff development includes activities which are selected for their potential to increase a person's effectiveness within an educational system. A comprehensive staff development program should focus on improving all persons working in the system. As an administrator, you have, in all probability, been directly involved in staff development efforts in your school and realize that in final analysis each person must accept responsibility for his/her personal development.

SPECIMEN

Your involvement in this assessment actively demonstrates a positive orientation to staff development. This positive approach is the first key prerequisite to implementing a system wide staff development program as well as a self-improvement plan.

A second key step in staff development is the identification of needs. The process of needs clarification should be effective and efficient. It ideally involves a variety of people and methods of data collection. The needs identification process you are participating in emphasizes self assessment of needs with parallel assessment by a limited number of associates and has been developed in an effort to provide you an efficient and effective assessment tool. Needs assessment is not a one time operation and its process should be programmatic. For administrators, a bi-annual assessment appears very appropriate.

*Example assessment values and items are included for illustration purposes.

As you study the feedback from your assessment instruments, you should:

1. Prioritize your development needs, if any. Select the key factors you wish to use in the process such as school goals and philosophy, personal goals, cruciality of the needs, licensure requirements, how your school program is functioning, and your resources (time, money, etc.).
2. Look for potential relationships between needs identified in each domain. The three domains of this needs assessment will provide you data that is not necessarily mutually exclusive. For example, a need within the knowledge area may be related to a need in the administrative tasks area or a need in the general administrative/ management procedures may relate to a number of needs in the administrative task area.
3. Evaluate the agreement of your self-ratings and the ratings of your associates. If items are rated differently, you will want to explore the possible reasons for these differences such as "Did my associates have adequate information to properly respond to this item," or "Is the difference the result of a desired administrative procedure?"

As a third step, you will need to complete a personal development plan. This will involve development of objectives based on your needs and identification of activities which will assist you in accomplishing your objectives. You should not neglect activities which may be accomplished as you function in your present position. For example, more frequent communication with staff.

As you analyze your feedback data, it will be helpful to use a worksheet to list the items you identify as meriting inclusion in your self improvement plan and note the possible activities you might participate in to improve yourself relative to each item.

The Data

The feedback information for each of the three domains is presented in three stages: (1) the average ratings for the specified areas included in each domain, (2) specific items which should be analyzed, and (3) your ratings and the averages for your associates ratings for each item. More specific explanations and comments are provided for each domain-section.

VOCATIONAL EDUCATION ADMINISTRATIVE POSITION KNOWLEDGE BASE

SECTION I

Averages for item ratings are reported for each knowledge area. You should consider:

- The differences in importance among knowledge areas.
- The agreement or difference in your self ratings and your parallel ratings of importance.
- The differences in your self ratings of need to acquire more knowledge.
- The interaction of importance and need to improve.

Specific items which you ranked 2 or more points higher or lower in importance than your associates are reported. These items are listed in order of the size of the difference, largest difference first.[1]

Items which you indicated were important to your position and felt a need to acquire more knowledge about are presented. Your ratings of importance and need were added. The high scoring items are listed.[2] Care should be taken in evaluating the significance of these items because:

- These numerical combinations may not be totally reliable indicators of your key areas of need.
- You may wish to give more weight to felt need.

Finally, the individual item data is presented. You should study this information to identify additional items which consider needs and want to change.

---

[1]Eight items of largest difference equal to or greater than 2 are printed. In the case of ties which would result in more than 8 items, only the items of larger difference than the tie value are printed.

[2]Eight items are printed with need given to most weight in ordering equal values. In cases of ties which result in more than 8 items only the items with values higher than the tie are printed.

FEEDBACK FOR VOCATIONAL EDUCATION ADMINISTRATIVE POSITIVE KNOWLEDGE BASE - SECTION I

A. Knowledge Area Importance to Your Position and Your Need to Acquire More Knowledge, 1 = Low to 7 = High.

Knowledge Area	Importance to Your Position		Need to Acquire More Knowledge
	Self Rating	Average of Parallel Ratings	Self Rating
Administrative management	6.2	6.1	3.0
Public education philosophy	5.8	4.6	5.0
Vocational education	6.8	4.1	2.8
Public school rules and regulations	5.0	6.1	5.3
Education psychology and methods	6.4	5.9	3.6
Public and staff relations	6.0	5.7	4.8
Information interpretation and research	5.0	4.4	4.3

K. Key Items to Be Analyzed

1. You ranked the importance of the following items significantly higher (≥ 2) than your parallel assessments.

   11. Vocational psychology
   12. Vocational guidance
   19. Learning theory
   20. Teaching methods

2. You ranked the importance of the following items significantly lower (≥ 2) than your parallel assessments did.

   15. Public school finance and economics
   17. Business procedures and accounting systems

3. You considered the following items important to your position and felt a need to acquire more knowledge about them.

   16. School law and regulations
   27. Labor relations and contract management
   8. Values and ethics in education
   14. Manpower development programs
   22. Facilitating change in an institution

Six items ranked equally important followed the above items.

C. Individual Item Importance to Your Position and Your need to Acquire More Knowledge, 1 = Low to 7 = High.

Item	Importance To Your Position		Need to Acquire More Knowledge
	Self Rating	Average of Parallel Ratings	Self Ratings
ADMINISTRATION AND MANAGEMENT			
1. Administration and management process	7	6.7	4
2. Administration and management systems theory	6	5.7	4
3. Personnel management and supervision	6	7.0	2
4. Leadership and management styles	7	5.7	4
5. Time management systems	5	5.7	1
PUBLIC EDUCATION PHILOSOPHY			
6. Social foundations of education	5	4.0	6
7. Politics of education	6	5.3	5
8. Values and ethics in education	7	4.7	5
9. Ethnic/sex stereotyping	6	5.0	5
10. Social, psychological, and economical patterns of special groups	5	4.0	4
VOCATIONAL EDUCATION			
11. Vocational psychology	7	4.0	3
12. Vocational guidance	7	4.0	2
13. History and philosophy of vocational education	6	4.0	1
14. Manpower development programs	7	4.3	5
PUBLIC SCHOOL RULES AND REGULATIONS			
15. Public school finance and economics	4	6.0	5
16. School law and regulations	7	6.3	6
17. Business procedures and accounting systems	4	6.0	5
EDUCATIONAL PSYCHOLOGY AND METHODS			
18. Curriculum development theory	6	6.0	4
19. Learning theory	6	6.0	3
20. Teaching methods	6	6.0	3
21. Instructional systems	7	5.7	3
22. Facilitating change in an institution	7	5.7	5
PUBLIC AND STAFF RELATIONS			
23. Formal communication processes	6	5.7	4
24. Group dynamics	6	5.0	5
25. Interpersonal communication	5	6.0	5
26. School-community relations	6	5.7	4
27. Labor relations and contract management	7	6.3	6
INFORMATION INTERPRETATION AND RESEARCH			
28. Measurement and statistics	5	4.3	5
29. Research procedure and design	4	4.3	4
30. Management information systems	6	4.7	4

GENERAL ADMINISTRATIVE MANAGEMENT
PROCEDURES - SECTION II

The feedback for the general administrative/management procedures section presents data on you and your associates' opinions of the frequency of operation use. The area averages of your ratings and your staff members ratings provide an overview of how you operate. Remember, in this section the lower values suggest a potential need to improve.

The tasks which you rated significantly higher or lower than your associates are specified using the same rules as noted for the knowledge base section. You should:

- Evaluate the meaning of any differences in the perceptions of task use.
- Consider the appropriate use level for the procedure in your administrative situation.
- Review the potential of key items in this section as they affect needs in the knowledge base and administrative task section.

The individual item data is also provided for your study. Plan to refer back to this section after reviewing all of the feedback.

VOCATIONAL EDUCATION ADMINISTRATOR GENERAL
ADMINISTRATIVE/MANAGEMENT PROCEDURES
UTILIZED - SECTION II

A. Utilization of General Administrative/Management Procedures, 1 = Never to 7 = Always

Procedure	Frequency Operation Utilized	
	Self Rating	Average of Parallel Ratings
Decision-making	6.3	5.3
Organizing	5.4	5.1
Planning	5.8	5.3
Communicating	5.7	5.7
Delegating	5.8	5.9
Influencing	5.8	5.4
Evaluating	5.3	4.7

B. Key Items to Be Analyzed

1. You ranked the utilization of the following items significantly higher (2) than your parallel assessments did.

   27. In the process of INFLUENCING, I provide for the cooperative staff participation in the development of policies and plans.
   36. When involved with EVALUATING, I use evaluation procedures that are consistent with local, state, and federal policies.

2. You ranked the utilization of the following items significantly lower (2) than your parallel assessments did.

   None

3. The combine ratings by you and your parallel assessments indicated the following items were least used by you.

   33. When involved in EVALUATING, I: utilize appropriate evaluation measures and techniques.
   12. When involved in PLANNING, I: analyze and forecast effects of possible courses of action on achievement of purposes.
   32. When involved in EVALUATING, I: appropriately select, define, and delineate the activity or program being evaluated.
   37. When involved in EVALUATING, I: draw conclusions from analysis and interpretation of pertinent data.

C. Individual Item Utilization, 1 = Never to 7 = Always

Item	Utilization	
	Self Rating	Average of Parallel Ratings
When involved in DECISION MAKING, I:		
1. identify the purposes and/or goals served by a particular decision.	6	5.3
2. assemble facts, opinions, and ideas important to the decision.	7	5.3
3. formulate a viable list of alternatives and objectively consider them.	6	5.0
4. select the most promising and appropriate alternative.	6	5.7
When working in an ORGANIZING capacity, I:		
5. provide for an organizational structure appropriate to the situation.	5	5.3
6. monitor the effectiveness of an organizational structure in serving its situation.	6	5.0
7. recognize and utilize the total system of informal organizational structures in the district.	5	5.3
8. recognize and utilize the total system of formal organizational structures in the district.	5	5.0
9. establish priorities and appropriately allocate time.	6	5.0
When involved in PLANNING, I:		
10. define and clarify purpose and scope of the operation.	7	5.7
11. investigate and address factors affecting the achievement of purposes.	6	5.0
12. analyze and forecast effects of possible courses of action on achievement of purposes.	4	4.7
13. effectively utilize available staff input.	6	5.3
14. formally design a plan consistent with the defined purposes and scope of the operation.	6	6.0
In the process of COMMUNICATING, I:		
15. establish and maintain a sufficient range of communication channels.	6	5.7
16. clearly communicate ideas and assignments.	5	5.7
17. provide for staff awareness of the school's operation.	6	5.3
18. solicit and give prompt attention to staff ideas and concerns.	6	6.0
19. react to people with a positive regard for each individual.	6	5.3
20. am consistently approachable, considerate, and courteous.	5	6.3
When DELEGATING assignments and responsibility, I:		
21. delegate tasks in a fair and objective manner consistent with organizational needs.	5	5.7
22. assign task responsibility to the most appropriate staff member.	7	6.0
23. delegate tasks with the specification of expected outcomes.	6	6.0
24. delegate tasks with the authority necessary for completion.	6	6.0
25. delegate tasks with a provision for feedback concerning quality and completion.	5	6.0
In the process of INFLUENCING, I:		
26. utilize the authority of my position to facilitate rather than impede organizational and staff goals.	6	6.7
27. provide for cooperative staff participation in the development of policies and plans.	7	5.0
28. effectively encourage stimulating and creative thought.	5	5.0
29. utilize the authority of my position in a consistent manner.	6	5.7
30. support appropriate subordinate decisions.	6	5.3
31. tactfully mediate and arbitrate conflicts.	5	4.7
When involved with EVALUATING, I:		
32. appropriately select, define, and delineate the activity or program being evaluated.	4	4.7
33. utilize appropriate evaluation measures and techniques.	4	4.0
34. objectively collect data on identified criteria or assumptions.	5	5.0
35. involve staff in the evaluation process.	7	5.3
36. use evaluation procedures that are consistent with local, state, and federal policies.	7	5.0
37. draw conclusions from analysis and interpretation of pertinent data.	5	4.3

ADMINISTRATIVE TASKS - SECTION III

The feedback for the administrative tasks section includes the assessment of your responsibility for the specified tasks and your need to improve performance of these tasks. The relationship between need to improve and responsibility for a task is important to consider as you evaluate tasks in developing your plan for self-improvement.

The summary data for need to improve in the respective task areas is calculated using your self rating of responsibility as a guide. The averages of the ratings of need to improve for the items you felt were your responsibility (Yes or Delegated) are reported. The parallel assessment ratings for items you did not consider your responsibility are not included in the parallel assessment averages. If you indicated less than half the items in a task area were your responsibility, averages were not reported. You should note:

- The differences in need to improve you assigned to the task areas.
- The agreement or difference in your self ratings and your parallel assessment ratings of need to improve.

Key items are presented for your review. Those tasks for which you viewed your responsibility completely different than all your colleagues did are presented. You will want to:

- Review the possible reasons for these differences.
- Decide whether or not the difference merits effort to clarify position responsibilities.

If you and your colleagues agreed you were responsible for a task but you rated your need to improve different than your peers, the item is listed. The selection procedure described for the knowledge base section was used.[1] You will want to:

- Evaluate the causes of differences in need to improve.
- Interpret the significance of differences in ratings of need to improve.

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[1]The average need to improve rating for colleagues was calculated using a zero rating for need for those peers who indicated the task was not your responsibility; consequently, low averages may be the result of your colleagues responsibility ratings.

Individual task data is provided for your study to allow you to select tasks which are potential targets for improvement. Granting the primary importance of your self perceived need to improve, you will want to:

- Determine the importance you wish to assign to responsibility and to the need to improve.
- Select the tasks which merit priority inclusion in your self improvement plan.
- Review the data and your potential need to improve tasks in relation to the needs noted in the other sections of the feedback.

VOCATIONAL EDUCATION ADMINISTRATION TASKS - SECTION III

A. Need to Improve General Areas of Administrative Tasks, 1 = Low to 7 = High.

Task Area	Need to Improve	
	Self Rating	Average of Parallel Ratings
Program Planning, Development & Evaluation	3.8	4.4
Curriculum & Instructional Management	3.2	4.1
Student Services	4.2	3.1
Personnel Management	3.8	5.0
Staff Development	4.2	4.5
Professional Relations & Self Development	3.6	3.6
Facilities and Equipment Management	2.3	3.4
Business and Financial Management	4.2	3.2
Auxiliary Services Management	4.0	1.7

B. Key Items to be Analyzed

1. You viewed your responsibility for the following tasks significantly different than your parallel assessments.

   You said Yes, but your parallel assessments said NO:

   69. Recommend appropriate architects and supervise architectural work.
   80. Locate and procure sources of funds for program development and operation.

   You said No, but your colleagues said YES:

   None

2. Where you and your colleagues agreed that the task was your responsibility, you ranked your need to improve on the following items significantly higher (≥ 2) than your colleagues did.

   1. Collect and analyze manpower needs assessment data.

3. Where you and your colleagues agreed that the task was your responsibility, you ranked your need to improve on the following items significantly lower (≥ 2) than your colleagues did.

   66. Recommend specifications for facilities and equipment.
   67. Analyze bids and contracts and recommend board action.
   43. Provide an evaluation system for staff performance and recommend staff promotins and dismissals.
   15. Establish and implement a curriculum that will achieve the school's instructional goals.

4. Where you and your peers agreed that the task was your responsibility, the combined ratings ranked the following items as having greatest need to improve:

   33. Develop, recommend, and communicate personnel policies.
   47. Conduct and/or arrange for staff development in-service programs.
   54. Use and contribute to professional literature.
    2. Interpret and apply state and/or federal vocational education legislation.
   41. Maintain staff communication via meetings, bulletins, and other communications.

C. Individual Item: Task Within Your Job Responsibility and Your Need to Improve Task Performance.

Item	Responsibility		Need to Improve	
	Self Rating	Colleague Rating	Self Rating	Ave. of Colleague Rating
PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION				
1. Collect and analyze manpower needs assessment data.	D	3D	6	3.3
2. Interpret and apply state and/or federal vocational education legislation.	Y	3Y	5	4.7
3. Utilize federal, state, and direct resources in program development and operation.	D	3Y	5	4.0
4. Develop overall vocational program goals.	D	3Y	4	5.0
5. Prepare annual and long-range program plans.	D	3Y	4	5.0
6. Prepare and recommend program policies to the administration and board.	Y	3Y	5	5.3
7. Implement local board and administrative policies.	Y	3Y	4	4.3
8. Design and implement a local program evaluation system.	D	3Y	3	5.0
9. Write proposals for the funding of new programs and improvement of existing programs.	D	3D	3	4.0
10. Coordinate local demonstration, pilot, and exemplary programs.	N	N,2D		3.0
11. Conduct local research studies and utilize results in program improvement.	D	3D	3	3.7
CURRICULUM AND INSTRUCTIONAL MANAGEMENT				
12. Establish and monitor instructional program entry and completion requirements.	D	3Y	3	5.0
13. Coordinate the establishment and enforcement of student rules and policies.	D	Y,2D	5	4.0
14. Design and monitor student progress reporting procedures.	D	Y,2D	4	5.0
15. Establish and implement a curriculum that will achieve the school's instructional goals.	D	3D	2	5.3
16. Prepare a master schedule of course offerings.	D	N,2D	2	2.3
17. Guide staff in selecting and using effective instructional strategies.	D	3Y	3	6.0

C. Individual Item: Task Within Your Job Responsibility and Your Need to Improve Task Performance.

Item	Responsibility		Need to Improve	
	Self Rating	Colleague Rating	Self Rating	Ave. of Colleague Rating
18. Integrate vocational student organization activities into the instructional program.	D	N,2D	4	3.3
19. Integrate cooperative education programs into the total curriculum.	D	N,2D	3	2.7
20. Integrate supplemental/remedial programs into the total curriculum.	D	Y,2D	3	4.7
21. Integrate special needs programs into the total curriculum.	D	Y,2D	3	4.7
22. Integrate adult/continuing education programs into the total curriculum.	D	2N,D	4	1.7
23. Utilize community resources in curriculum development.	D	Y,2D	4	4.0
24. Coordinate the articulation of secondary and post-secondary vocational programs.	D	Y,2D	3	4.3
25. Monitor and approve selection of instructional equipment and materials.	D	3Y	2	4.0
STUDENT SERVICES				
26. Supervise student recruitment and admission services.	D	2N,D	6	2.3
27. Arrange for and monitor student financial aid programs.	D	2N,D	5	2.0
28. Monitor student guidance and testing services.	D	2N,D	4	2.0
29. Monitor student job placement and follow-up services.	D	3D	--	4.7
30. Monitor extra curricular activities.	D	2N,D	3	1.7
31. Provide for a student record-keeping system.	D	3D	3	4.7
32. Interpret and apply staff employment laws and regulations.	Y	3Y	4	4.3
PERSONNEL MANAGEMENT				
33. Develop, recommend, and communicate personnel policies.	Y	3Y	5	5.3
34. Determine program staffing requirements and establish recruitment procedures.	D	3Y	4	5.0
35. Participate in negotiating staff working agreements.	Y	3Y	3	5.7
36. Establish and implement staff grievance procedures.	Y	3Y	3	5.3

C. Individual Item: Task Within Your Job Responsibility and Your Need to Improve Task Performance.

Item	Responsibility		Need to Improve	
	Self Rating	Colleague Rating	Self Rating	Ave. of Colleague Rating
37. Interpret and implement the staff working agreement.	Y	3Y	2	5.3
38. Schedule staff work loads, leaves, vacations, and sabbaticals.	D	3Y	2	4.3
39. Supervise the work of teachers and other school personnel.	Y	3Y	3	5.3
40. Maintain a staff record-keeping system.	Y	Y,2D	5	4.0
41. Maintain staff communication via meetings, bulletins, and other communications.	Y	3Y	5	4.7
42. Provide guidance to staff on legal matters affecting the school program.	Y	3Y	5	4.3
43. Provide an evaluation system for staff performance and recommend staff promotions and dismissals.	Y	3Y	2	5.7
44. Interpret and apply staff employment laws and regulations.	Y	2Y,D	5	4.7
STAFF DEVELOPMENT				
45. Assess staff development needs.	Y	3Y	4	4.7
46. Provide for the communication of assessed needs to individual staff members.	D	3Y	5	5.0
47. Conduct and/or arrange for staff development in-services programs.	Y	3Y	5	5.3
48. Provide and monitor pre-service programs for professional personnel.	Y	N,2D	2	3.0
49. Evaluate staff development programs.	D	2Y,D	5	4.3
PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT				
50. Develop and maintain a professional relationship with other administrators and state department staff.	Y	3Y	3	3.0
51. Participate in the development of vocational education legislation and the state plan.	Y	3Y	3	3.0
52. Participate in the development of vocational education legislation and the state plan	Y	3Y	3	4.0
53. Represent teacher interests and concerns to other administrators and the board.	Y	3Y	5	4.3

C. Individual Item: Task Within Your Job Responsibility and Your Need to Improve Task Performance.

Item	Responsibility		Need to Improve	
	Self Rating	Colleague Rating	Self Rating	Ave. of Colleague Rating
54. Use and contribute to professional literature.	Y	3Y	3	4.0
55. Develop a plan for promoting good public relations.	Y	3Y	6	4.3
56. Prepare and recommend public relations and communication policies.	D	N,2D	4	2.7
57. Develop a procedure to coordinate the use of advisory committees.	Y	3Y	3	4.3
58. Participate in community organizations.	Y	3Y	5	3.3
59. Meet and confer with individuals with vocational programs.	Y	3Y	2	3.7
60. Promote parent and teacher groups.	N	Y,2N		1.0
61. Develop and present information and promotional materials/programs.	Y	3D	4	4.3
62. Conduct an alumni relations program.	N	3N		
63. Secure and evaluate information feedback about vocational programs.	Y	Y,2D	2	4.3
64. Evaluate the school's public relations program.	Y	2N,D	2	1.0
FACILITIES AND EQUIPMENT MANAGEMENT				
65. Determine the facilities needed, space and condition.	Y	3Y	3	4.3
66. Recommend specifications for facilities and equipment.	Y	3Y	1	5.3
67. Analyze bids and contracts and recommend board action.	Y	3Y	1	5.0
68. Conduct land and facility feasibility studies and recommend alternatives.	Y	Y,N,D	4	3.3
69. Recommend appropriate architects and supervise architectural work.	Y	3N	1	0
70. Develop and utilize a comprehensive safety program.	Y	3Y	4	4.7
71. Develop and implement an equipment and supply inventory system.	D	N,2D	3	3.3
72. Establish a maintenance program for equipment, facilities, and grounds.	D	Y,2D	2	4.3
73. Develop and supervise procedures for community use of facilities.	D	3N	2	0
74. Develop and operate a building security program.	N	2N,D		2.9
BUSINESS AND FINANCIAL MANAGEMENT				
75. Prepare and recommend financial policy.	D	Y,N,D	4	3.7

C. **Individual Item: Task Within Your Job Responsibility and Your Need to Improve Task Performance.**

Item	Responsibility		Need to Improve	
	Self Rating	Colleague Rating	Self Rating	Ave. of Colleague Rating
76. Adapt an appropriate financial accounting system.	N	2Y,N		2.7
77. Prepare and regulate cooperation, program, and capital improvement budget.	D	3Y	4	5.0
78. Establish procedures for purchases, payments, investigments, receiving and shipping, requisitions, fees collection, etc.	N	Y,N,D		3.7
79. Analyze the cost of operating programs and services.	D	3Y	4	4.7
80. Locate and procure sources of funds for program development and operation.	Y	2N,D	5	2.0
81. Determine and obtain appropriate insurance coverage.	N	Y,2N		1.0
82. Present levies and bond issues to voters.	N	3N		
83. Prepare local, state, and federal reports.	D	Y,2N	3	0.7
AUXILIARY SERVICES MANAGEMENT				
84. Arrange for student transportation services.	N	3N		
85. Oversee school food services.	D	Y,2N	3	1.7
86. Arrange for school health services.	Y	3N	5	